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IDENTIFIERS	Vocational Education Amendments 1976

ABSTRACT

This compilation of approximately 100 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately 65 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The National Technical Information Service is profiled. (CT)

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Resources in Vocational Education 13

1980 Volume 13 Number 4

ED201883

CE 029 016

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Editor: Patricia Arthur

The National Center Mission Statement

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, February 1978. Ed 164 800.

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, February 1978. ED 164 799.

The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects, compiled by Ruth Gordon and others, January 1979. ED 170 532.

Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training projects administered by the U.S. Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 2. State-Administered Projects, compiled by Ruth Gordon and others, January 1980. ED 182 499

Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described.

Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year of 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Wesley E. Budke and Ruth Gordon, February 1977. ED 138 782.

Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2 - September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Ruth Gordon and Lois Ann Sellers, February 1978. ED 151 611.

Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects In Vocational Education—FY 1978. Federally Administered Projects, compiled by Ruth Gordon and others, June 1979. ED 173 622.

Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations.

Current Projects in Vocational Education—FY 1978. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, January 1980. ED 189 445

Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1978 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Current Projects in Vocational Education—FY 1979. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, June 1980. ED 190 848

Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, January 1979. ED 174 781

Abstracts of 321 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, June 1980. ED 189 362

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Funding Information

Project Title:	National Center for Research in Vocational Education, Dissemination and Utilization Function
Contract Number:	300780032
Project Number:	498MH00014
Educational Act under Which the Funds Were Administered:	Education Amendments of 1976, P.L. 94-482
Source of Contract:	U.S. Department of Education Office of Vocational and Adult Education Washington, DC
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordinating centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research materials for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

ED 181 219 CE 023 729 — Clearinghouse accession number.

Matejic, Denise M.

Helping Families Adjust to Economic Change. A Project Report.

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration. — Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report No.—XY2123 — Report Number—assigned by originator.

Pub Date—79

Contract—82-2-61104(21)

Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.

Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00) — Descriptive Note (pagination first).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation. — Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—Income Groups, New Jersey — Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM) — Abstractor's initials. — Informative Abstract.

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

ED 173 621 CE 022 216

Ricketts, Samuel Clifton

Agricultural Education Teacher Education Preservice Program.

Ohio State Univ. Columbus. Dept. for Vocational—Technical Education

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Agricultural Education, *Curriculum Development, *Preservice Teacher Education, *Teacher Education Curriculum, *Vocational Education Teachers, Accreditation Institutions, Admission Criteria, Educational Research, Facility Requirements, Models, Postsecondary Education, Program Descriptions, Relevance Education, Standards, Student Teaching, Teacher Educators, Teacher Evaluation, Teaching Methods, Teaching Skills

Intended to introduce a model, relevant preservice program for agricultural education teachers, this paper porposes a curriculum which for the most part meets the standards of the National Council for Accreditation of Teacher Education. Divided into seven sections, it covers the following topics: (1) the role of the teacher; (2) an agricultural education preservice curriculum, consisting of general, technical, and professional education; (3) instruction of prospective teachers; (4) resources and facilities, stressing the need for a separate vocational agriculture building; (5) policies and criteria for admissions to preservice teacher education; (6) standards for teacher educators; and (7) evaluation, including an agricultural education teacher evaluation plan for both formative and summative evaluation. In the section on curriculum, a justification for early student teaching is provided as well as a justification for not meeting the national accreditation standard of courses in philosophy of education or educational sociology. Each section contains two portions: first, an overview of the topic, culling the opinions and suggestions of scholars in that area; and second, the author's views. The appendixes provide national standards for teacher education, professional instructional alternatives and their comparison, and a survey form for teacher effectiveness. A bibliography is also given. (ELG).

ED 173 622 CE 022 218

Gordon, Ruth, Comp And Others

Current Projects in Vocational Education—FY 1978. Federally Administered Projects.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—108p. ; For related documents see ED 138 782 and ED 151 611

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*American Indians, *Bilingual Education, *Career Education, *Experiential Learning, *Research Projects, *Vocational Education, Abstracts, Adult Education, Curriculum Development, Demonstration Programs, Educational Research, Elementary Secondary Education, Federal Aid, Grants, Postsecondary Education, Professional Training, Program Descriptions, Work Experience Programs

Identifiers—National Center Research Vocational Education

Resumes of new and continuing projects funded by the Division of Research and Development (United States Office of Education/Bureau of Occupational and Adult Education) are provided in this third annual report. The publication is divided into two sections. Section I contains 148 project resumes arranged alphabetically by state within the following groups: programs of national significance (projects of national significance, personnel development, National Center for Research in Vocational Education, and curriculum coordination centers), bilingual vocational education, and assistance contract programs for Indian tribes and Indian tribal organization. The information provided in each resume includes the title, project director and organization, contract or grant number, project number, fiscal year funding and funding period, project officer, state and U.S. Congressional district, and an abstract focusing on project objectives and procedures. Section II contains three indexes: subject, project director, and geographic location. The appendices contain lists of institutions and teacher educators participating in two personnel development programs (vocational education graduate leadership development and vocational education teacher certification fellowship). (Author/JH).

ED 173 623 CE 022 224

Holt, Nancy And Others

Minding your Own Small Business—An Introductory Curriculum for Small Business Management. Volume I.

CRC Education and Human Development Inc. Belmont, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Curriculum Development Branch

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02000-9, $7.25)

Pub Type—Guides/Methods/Techniques—Classroom

Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC15 Plus Postage
Descriptors—*Business Administration, *Business Education, *Business Skills, Case Studies, Curriculum Guides, Financial Support, Human Relations, Instructional Materials, Marketing, Postsecondary Education, Recordkeeping, Records Forms, Secondary Education, Worksheets
Identifiers—Entrepreneurship, Small Businesses

Ten units on the basic knowledge and skills needed to manage a small business are provided in this curriculum guide designed for use with secondary and postsecondary students. Unit topics include forms of businesses, marketing, location, systems and records, promotion, pricing, human relations, financing a business, and effects of business decisions. At the beginning of each unit is a summary page containing a synopsis of the unit's content, student learning objectives, teaching strategies, teacher preparation required, mini-problems, and references. Following the summary page of each unit are teacher and student materials. The teacher materials provide guidelines for presentation of instructional materials and include lecture and discussion notes, suggestions for conducting class activities, and recommended questions to be asked by the teacher to confirm students' understanding. The student materials are in the form of information sheets, worksheets, case study materials, interview forms, and project instructions. A glossary of financial terms concludes the guide. (JH).

ED 173 624 CE 022 225

Shuchat, Jo And Others
Something Ventured, Something Gained. An Advanced Curriculum for Small Business Management. Volume II.
CRC Education and Human Development Inc. Belmont, Mass
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Curriculum Development Branch
Pub Date—79
Contract—300-77-0330
Note—373p. ; For a related document see CE 022 224
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02002-5)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC15 Plus Postage
Descriptors—*Business Administration, *Business Education, *Business Skills, Case Studies, Curriculum Guides, Financial Support, Instructional Materials, Marketing, Organization, Postsecondary Education, Recordkeeping, Records Forms, Secondary Education, Student Projects, Worksheets
Identifiers—Entrepreneurship, Small Businesses

Nine units on small business management are provided in this curriculum guide designed for use in an advanced course for secondary and postsecondary students who are interested in beginning a small business venture, have some prior business knowledge, and have a specific business in mind. Unit topics include marketing, location, systems and records, promotion, pricing, business policies and relationships, organizational structure, and financing a business. At the beginning of each unit is a summary page containing a synopsis of the unit's content, student learning objectives, student project work, teaching strategies, teacher preparation required, mini-problems, and references. Following the summary page of each unit are teacher and student materials. The teacher materials provide guidelines for presentation of instructional materials, including lecture and discussion notes, suggestions for conducting class activities, recommended questions to be asked by the teacher to confirm students' understanding, and student project instructions. The student materials are in the form of information sheets, worksheets, case study materials, interview forms, and project instructions. A glossary of financial terms concludes the guide. (JH).

ED 173 625 CE 022 226

Training University Faculty and Aspiring Educators Enrolled in Pre-Service for Career Education.
Wisconsin State Dept. of Public Instruction, Madison
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—WSDPI-Bull-8529
Pub Date—78
Contract—G0077C0102
Note—63p. ; Parts of this document may not reproduce well due to faint or broken type; For related documents see CE 022 226-230
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Activities, *Career Education, *Higher Education, *Inservice Education, *Preservice Teacher Education, *Program Development, Administrator Education, Administrators, College Administration, Counselor Educators, Counselor Training, Guides, Program Descriptions, Teacher Education, Teacher Educator Education, Teacher Educators, Training
Identifiers—Wisconsin

This report provides training activities found most effective for in-service training of university faculty and preservice training of aspiring educators enrolled in colleges and universities. The University of Wisconsin-Oshkosh and the University of Wisconsin-Stout developed and demonstrated model programs for inservice training of university faculty in career education and preservice training of aspiring school administrators, teachers, counselors, and other support personnel for career education. Based on a needs assessment, training objectives, competencies, and activities were formulated. Competencies were written for the (1) inservice preparation of university administrators, general faculty, and teacher/counselor education faculty; and (2) preservice preparation of elementary secondary administrators, classroom teachers and counselors and other support personnel. For example, a competency for university administrators would be to develop a working knowledge of career development theory. A competency for aspiring teachers would be to develop familiarity with model career education programs and career education models. Preparation activities help develop implementation skills associated with each competency. (LRA).

ED 173 626 CE 022 227

Training K-12 Administrators for Career Education.
Wisconsin State Dept. of Public Instruction, Madison
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—WSDPI-Bull-8534
Pub Date—78
Contract—G0077C0102
Note—96p. ; Some pages in this document will not reproduce well due to broken type; For related documents see CE 022 226-230
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Administrator Education, *Administrator Role, *Administrators, *Career Education, *Program Development, *Training, *Training Methods. Change Strategies, Educational Strategies, Elementary Secondary Education, Guides, Inservice Education, Leadership Responsibility, Models, Needs Assessment, Program Descriptions, School Community Relationship
Identifiers—Wisconsin

Based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium, this report presents training strategies for training superintendents, directors of instruction and/or supervisors of curriculum development, building principals and assistant principals, local vocational education coordinators, career education coordinators, and other elementary secondary school administrators. Five training objectives were formulated from a needs assessment: (1) promote administrative understanding of and commitment to career education, (2) develop administrative skills for effecting change and promoting career education, (3) enable school administrators to outline specific leadership roles, (4) develop skills necessary to plan and manage a comprehensive career education program, and (5) develop skills which will help school administrators to function as links between school and community in the delivery of career education to students. For each training objective specific training strategies are discussed. A model career education training/retraining program for school administrators consisting of a twenty-four cassette

tape presentation is described in the appendixes. (LRA).

ED 173 627 CE 022 228

Training K-12 Staff for Career Education.
Wisconsin State Dept. of Public Instruction, Madison
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—WSDPI-Bull-8222
Pub Date—78
Contract—G0077C0102
Note—67p. ; Parts of this document will not reproduce well due to light or broken type; For related documents see CE 022 226-230
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Activities, *Career Education, *Elementary School Teachers, *Inservice Education, *Program Development, *Secondary School Teachers, Community Resources, Consultants, Extension Education, Guides, Needs Assessment, Program Descriptions, Resource Materials, School Community Relationship, Staff Development, Summer Programs, Teaching Models, Training, Workshops
Identifiers—Wisconsin

This report provides training activities for teachers, counselors, and other elementary-secondary staff members who are involved in the delivery of career education to students. Training activities are based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium. Based on a needs assessment, competencies to be developed by elementary-secondary staff members were written. The training and retraining efforts fall into six categories, including (1) workshops, (2) inservice programs, (3) university extension courses, (4) school/community involvement projects, (5) peer visitation, and (6) local dissemination. School personnel, department of public instruction personnel, university staff, and publishers can be used as consultants to assist the local district to identify and define career education and to develop a planning model and procedure. (Included in the appendixes are a career education curriculum writing proposal and a local career education inservice training model for educators in high schools.) (LRA).

ED 173 628 CE 022 229

Training in Community-School Collaboration for Career Education.
Wisconsin State Dept. of Public Instruction, Madison
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—WSDPI-Bull-8234
Pub Date—78
Contract—G0077C0102
Note—105p. ; Parts of this document will not reproduce well due to light or broken type; For related documents see CE 022 226-230
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Career Education, *Check Lists, *Program Development, *School Community Programs, *School Community Relationship, Activities, Audiovisual Instruction, Community Resources, Cooperative Programs, Educational Resources, Elementary Secondary Education, Field Trips, Guides, Information Sources, Inservice Education, Needs Assessment, Parent Participation, Parent School Relationship, Program Descriptions, School Business Relationship
Identifiers—Wisconsin

Based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium, this report presents training strategies for a variety of community-school collaboration efforts. Eleven training strategies are presented: (1) providing an in-school visitation day for business people focusing on career education; (2) administrator and staff visitations to community employers; (3) development of a locally produced slide/tape presentation of community career opportunities; (4) cooperative development of a community resource directory for use by teachers, administrators, and the community; (5) development of a speakers' bureau arranged by cluster areas; (6) development of elementary level career education activities using community resources for career education; (7) using community resources to provide shadow experiences for high school students; (8) cooperative education programs; (9) involving parents in career education; (10) career days; and (11) field trips for career awareness and exploration. For each strategy discussed, a needs assessment, objectives, planning and implementation methods, and evaluation methods, are listed. (LRA).

ED 173 629 CE 022 230

Career Education Implementation Guide. (One Part of Wisconsin's Inservice Training Package).
Wisconsin State Dept. of Public Instruction, Madison
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—WSDPI-Bull-8546
Pub Date—79
Contract—G0078C0039
Note—134p. ; Parts of this document may not reproduce well due to small light type; For related documents see CE 022 226-230
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Career Education, *Inservice Teacher Education, *Program Development. Activities, Career Exploration, Career Guidance, Community Resources, Educational Resources, Guidelines, Guides, Needs Assessment, Program Descriptions, Program Evaluation, Resource Centers, School Community Relationship, Staff Orientation
Identifiers—Wisconsin

As a part of the training project which was to demonstrate the most effective methods and techniques for training school staff in the infusion of career education into the curriculum, this guide provides procedures which will enable educators, parents, community representatives, and students to collaborate in developing comprehensive career education programs for local education agencies. Seven criteria were used to select five school districts to receive technical assistance and inservice training in career education. Following a description of the project and the career education implementation flow chart and model, the process of implementation is presented in fourteen steps: (1) orientation and organization, (2) needs assessment, (3) organization of a career education cadre, (4) development of a community collaborative network, (5) development of a local plan for career education, (6) development of an inservice program, (7) development of a comprehensive career guidance program, (8) definition of the local infusion process, (9) implementation of a career education in kindergarten through adult education, (10) establishment of a career education resource center, (11) provision of career exploration opportunities, (12) evaluation of the career education program, (13) report on the program evaluation, and (14) refinement and repeating of the cycle. Appendixes include a list of project activities, aids to implementation, guidelines for using community resources, a staff involvement survey, and an abstract of the Wisconsin state plan for career education. (LRA).

ED 173 630 CE 022 232

Federally Assisted Employment and Training: A Myriad of Programs Should Be Simplified. Report to the Congress by the Comptroller General of the United States.
Comptroller General of the U.S. Washington, D.C.
Report No.—HRD-79-11
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Cooperative Programs, *Coordination, *Disadvantaged, *Federal Programs, *Program Evaluation, *Program Improvement, *Unemployment, Educational Needs, Employer Attitudes, Employment Programs, Job Training, Metropolitan Areas, Objectives, Problems, Program Administration, Program Development, Program Effectiveness
Identifiers—United States, Virginia (Tidewater)

A study was conducted to examine federally assisted employment and training programs in the Tidewater, Virginia, area during fiscal year 1977. The General Accounting Office found forty-four programs with similar goals attempting to assist virtually the same people. These were authorized through sixteen separate legislative authorities, creating a maze of funding and administrative channels. Recommendations were made that the Congress and the Director, Office of

Management and Budget, simplify the federal effort through consolidation of programs where feasible and take steps to achieve more effective coordination. (Author/CSS).

ED 173 635 CE 022 253

Developmental Studies for Occupational Students: Post-Secondary Programs.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ

Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Instruction. New York State Education Dept. Albany, Grants Administration Unit. Office of Education (DHEW), Washington, D.C.

Report No.—RP-77-3

Pub Date—77

Contract—VEA-TQ-2-526

Note—146p. ; For related documents see CE 022 254 and ED 152 344; Parts may not reproduce clearly

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Developmental Programs, *Developmental Studies Programs, *Individual Instruction, *Vocational Education, Academic Achievement, Administrator Guides, Admission Criteria, Affective Behavior, Cognitive Ability, College Programs, Cost Effectiveness, Diagnostic Teaching, Educational Diagnosis, Educational Facilities, Performance Specifications, Personnel Evaluation, Postsecondary Education, Predictor Variables, Program Development, Program Evaluation, Staff Development, State Surveys, Student Evaluation, Student Recruitment, Success, Teacher Qualifications

Based on information gathered from a statewide survey and a study of six college programs, this series of monographs presents findings and suggested applications for postsecondary development programs for occupational education students. The first of nine monographs contains an overview of research results. The results are based on an examination of cognitive and affective student variables and environmental and progrm variables. The remaining monographs, 2 through 9, contain the following: (2) discussion of developmental student recruitment and selection; (3) review of diagnostic and prescriptive procedures in the light of individual and group concerns; (4) examination of factors impinging on program development particularly for reading, writing, and study skills components; (5) presentation of considerations related to staffing and facilities; (6) exploration of comprehensive (student, staff, and program-centered outcomes) evaluation standards; (7) inspection of factors involved in program cost analysis; (8) presentation of an approach to staff development; and (9) summarization of study findings and follow-up implications. Most of the monographs are formatted as follows: problems and issues, recommendations and implications, potential impact, and guide questions for considering program standards. (CSS).

ED 173 636 CE 022 254

Post-Secondary Developmental Studies Programs for Occupational Students: A Follow-up Study. Research Report.

Cornell Univ. Ithaca, N.Y. Inst. for Research and Development in Occupational Education. State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ

Spons Agency—New York State Education Dept. Albany, Grants Administration Unit. New York State Education Dept. Albany. Office of Occupational and Continuing Education

Report No.—RP-77-3

Pub Date—78

Contract—VEA-78-335-PS

Note—71p. ; Not available in hard copy due to small print and colored paper; For a related document see CE 022 253

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Basic Skills, *Developmental Programs, *Developmental Studies Programs, *Nontraditional Students, *Program Effectiveness, *Success, *Vocational Education, Academic Achievement, Colleges, Educational Research, Failure, Longitudinal Studies, Postsecondary Education, Reading Programs, Remedial Programs, Research Reports, Skill Development, Student Characteristics, Surveys, Values

Identifiers—New York

The basic objective of this third research phase was to verify and further delineate factors that are constant and valid contributors to the success of postsecondary occupational students enrolled in developmental programs. Follow-up research on a longitudinal basis was conducted on nontraditional students at six New York colleges. Of questionnaires distributed the overall return rate was 31%. The program components identified in contributors to success were verified by the results of the follow-up study. In relation to student success, analysis indicated the significance (1) of reading, (2) of program and career commitment, (3) of values such as goal orientation, achievement, and practical mindedness, and (4) of developmental program components. A number of implications were drawn from the study. For instance, the selection process for participation in developmental studies should include an element of self-selection in addition to high school records and test scores. Ongoing counseling and/or advisement should also be provided. (The follow-up study instruments are also included.) (CSS).

ED 173 638 CE 022 258

A Followup Study of the CETA College Adapter Program. Final Report.

New York State Education Dept. Albany. Bureau of Occupational Education Research

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Achievement, *Admission School, *Postsecondary Education, *Program Evaluation, *Student Characteristics, *Student Evaluation, Academic Achievement, College Admission, Enrollment, Followup Studies, Program Descriptions, Program Effectiveness, School Holding Power, Success

Identifiers—College Adapter Program, Comprehensive Employment and Training Act

The purpose of this study was to determine whether Comprehensive Employment and Training Act (CETA) project completers in the college adapter program (CAP) have shown evidence of successful performance in a postsecondary program. Specific objectives of the project were (1) to determine the number of CETA project completers who matriculated at college, (2) to determine the extent of continuation at college by CETA project completers, (3) to determine the number of former CAP clients who completed a college program, and (4) to detect any client variables which may be related to college continuation or completion rates. Among the findings were that the majority of clients have attained the educational qualifications prerequisite to college admission and that there is a 75% retention rate for clients who actually matriculated. Other findings indicate differences between the characteristics of clients admitted to different courses of study and clients admitted to different colleges. (Included in the appendixes are CAP CETA program descriptions, college admissions and characteristics of CETA clients in the CAP, and CAP characteristics by courses of study.) (LRA).

ED 173 639 CE 022 260

Vanek, Carol

Project MAVE—Model for Articulated Vocational Education. Final Report.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Information analyses/State-of-the-Art Materials (070). Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Guides, *Articulation Education, *Cooperative Programs. *Coordination, *Program Administration, *Vocational Education, Community Colleges, Cooperation, Elementary Secondary Education, Guidelines, Organizational Communication, Postsecondary Education, Program Development, Program Improvement, State of the Art Reviews

Identifiers—Illinois

Based on the need to strengthen articulation activities within the Illinois educational system, this project was designed to provide a formal articulation mechanism utilizing the concept of institutional coordination for the development of comprehensive vocational programs and services. Phase 1 of the project developed an articulation process model and articulation guide based on four major elements: (1) building a cooperative climate, (2) expanding communication among staff, (3) developing sequenced kindergarten through postsecondary programs, and (4) coordinating kindergarten through postsecondary services. The articulation guide provides the framework for reducing articulation problems by presenting methods, ideas, and suggestions for implementing articulation practices in various educational settings. Phase 2 of the project measured the utility of the articulation guide to local education agencies in their attempts to formalize articulation practices. The guide was field tested at eight sites throughout the state to validate the effectiveness and feasibility of the materials, supply data for possible refinement, and determine effective means of implementation and dissemination of the materials. In phase 3, fourteen additional sites were selected for implementation. (Included in the appendixes are four essential elements for effective articulation, factors leading to good articulation, and successes and barriers to articulation.) (LRA).

ED 173 640 CE 022 266

Oglesby, Elizabeth H. Katz, D. S.

Development and Dissemination of a Manual for Developing Coal Mining Curricula. Final Report.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Education, *Curriculum Development, *Educational Needs, *Information Dissemination, *Labor Needs, Employment Projections, Labor Market, Needs Assessment, Occupational Surveys, Postsecondary Education, Research Reports, Secondary Education, Workshops

Identifiers—Coal Mining, Illinois

This report describes and summarizes the purposes, activities, major findings, and recommendations of three coal-related study reports: (1) An Assessment of Employment and Training needs for Coal and Gasification Occupations, (2) A Manual for Competency-Matched Instructional Resources for Developing Coal Mining Curricula, and (3) The Preparation and Dissemination of a Manual for Use in Planning Competency-Based Underground Coal Mining Curricula. The first report summary presents information on present and projected labor needs for the coal mining and gasification occupations in Illinois, an assessment of training resources presently available, and recommendations concerning development of additional training programs at the secondary and postsecondary levels. The second report summary outlines the development of a manual of coal mining occupational competencies, rank ordered by a technical advisory group of coal mining experts as to importance for entry-level coal mining curricula. (Each competency was matched with instructional materials for teaching of the competency, and a descriptive listing of the multimedia instructional materials was presented.) The third report describes the conversion of the final report of the second project into the curriculum planning manual for use by local education personnel. (The manual was presented, explained, and distributed in two dissemination workshops.) (JH).

ED 173 641 CE 022 267

Development and Validation of Standards for Teacher Education in Agriculture. Phase I, February 1, 1979 through June 30, 1979.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Contract—RD1-89-251

Note—108p

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Agricultural Education, *Development, *Standards, *Teacher Education. *Validity, Guidelines, Higher Education, Program Evaluation, Questionnaires, Research Reports, Surveys

Identifiers—Illinois, Illinois State University, Southern Illinois University, University of Illinois, Western Illinois University

A project was conducted to develop a set of standards for teacher education programs in agriculture and to utilize these standards in a locally directed effort at four universities in Illinois (University of Illinois, Illinois State University, Southern Illinois University, and Western Illinois University) which offer teacher education programs in agriculture. Survey forms were mailed to eighty-two cooperating teachers associated with the four universities and twenty-nine Illinois Joint Staff members to secure their reactions regarding 129 national teacher education standards. The results indicated that the cooperating teachers tended to support the national standards more than the Joint Staff members did. The Joint Staff gave strong support to standards related to research, scholarly publications, writing, and funded projects. The cooperating teachers tended to support standards related to high placement rates, longer periods of student teaching, heavy staff involvement in counseling, high staff resources in technical areas, and close university-state office relationships. Based on the survey analysis, a list of program guidelines for teacher education in agricultural occupations was developed. (A copy of the program guidelines and the survey instrument are included in the document.) (JH).

ED 173 643 CE 022 275

Pierce, Greg

Vocational Agriculture Education: Agricultural Livestock Skills.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date—79

Available from—State Department of Vocational & Technical Education, Curriculum and Instructional Materials Center, 1515 W. 6th Ave. Stillwater, Oklahoma, 74074 ($12.00 Teacher, $5.00 Student)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Agricultural Skills, *Livestock, *Vocational Education, Animal Husbandry, Answer Sheets, Curriculum Guides, Instructional Materials, Secondary Education, Tests, Worksheets

Ten units of instruction are provided in this curriculum guide on agricultural livestock skills. Unit topics are as follow: (1) restraining, (2) vaccination, (3) livestock castration, (4) dehorning, (5) docking, (6) growth stimulants, (7) identification, (8) shearing, (9) hoof trimming, and (10) birth assistance. Each instructional unit generally includes the following components: performance objectives (unit and specific student objectives), suggested activities for teachers and students, information sheets, student assignment sheets, job sheets (step-by-step outlines of skills) transparency masters, tests, and test answer sheets. (JH).

ED 173 644 CE 022 313

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology—Chemistry/Bacteriology.

West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007603801; H007800069

Note—152p.; For related documents see CE 022 314-324; Not available in paper copy due to marginal legibility

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Utilities, Adult Education, Answer Keys, Chemistry,

Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Job Skills, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Bacteriology, Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on chemistry/bacteriology provides instructional materials for twelve competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: waterborne diseases, water sampling procedures, manganese test and remedies, iron test and remedies, hardness test and remedies, pH testing methods, coagulation processes, jar test, corrosion control by pH adjustment, alkalinity test, dry chemical feeders, and chemical solution feeders. For each competency, student objectives, resources (information sheets), learning activities, and evaluation activities are provided. The appendices contain information sheets on bacteriological sampling and examination, softening hard water, coagulation, corrosion and control, and laboratory equipment. Generally, an evaluation form with answer key is provided for each student competency. (JH).

ED 173 645 CE 022 314

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Chlorination.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—132p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Job Skills, *Utilities, Adult Education, Answer Keys, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Chlorination, Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on chlorination provides instructional materials for nine competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: purpose and process of chlorination, chlorine residuals, free chlorine determination, raw water chlorine demand test, gas chlorinators construction, gas chlorinator use and safety precautions, first aid for chlorine gas victims, hypochlorite solution preparation, and using a hypochlorinator. For each competency, student objective, resources (information sheets, references to manuals, and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on chlorination. Generally, an evaluation form with answer key is provided for each student competency. (JH).

ED 173 646 CE 022 315

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Hydraulics.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—61p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Hydraulics, *Job Skills, *Utilities, Adult Education, Answer Keys, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on hydraulics provides instructional materials for three competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: head loss in pipes in series, function loss in distribution system piping, and converting pressure to feet of head. For each competency, student objectives, resources (information sheets and appendixed material), learning activities, and evaluation activities are provided. The appendices contain information sheets on hydraulics. Generally, an evaluation form with answer key is provided for each competency. (JH).

ED 173 647 CE 022 316

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Cross-Connections.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—58p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Job Skills, *Mechanical Equipment, *Utilities, *Vocabulary, Adult Education, Answer Keys, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Plumbing, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Cross Connections, Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on cross connections provides instructional materials for two competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on cross connections terminology and control devices. For each competency, student objectives, resources (information sheets, references to manuals, and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on cross connections, public health significance of cross connections, cross connections and backflow prevention regulations, and required backflow prevention devices. Evaluation forms with answer keys are provided for each competency. (JH).

ED 173 648 CE 022 317

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Pumps.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—25p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Equipment Maintenance, *Utilities, Adult Education, Educational Objectives, Equipment Utilization, Individualized

Instruction, Instructional Materials, Job Skills, Learning Activities, Public Health, Trade and Industrial Education, Vocational Education, Water Resources
Identifiers—Pumps, Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on pumps provides instructional materials for three competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: types of pumps in plant and distribution systems, pump maintenance checks, and pump repair. For each competency, student objectives, resources (appendixed materials), learning activities, and an evaluation activity are provided. The appendices contain information sheets on pumps and flow controllers and pump troubles. (JH).

ED 173 649 CE 022 318

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Distribution Systems.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—100p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Job Skills, *Utilities, Adult Education, Answer Keys, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Distribution Systems, Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on distribution systems provides instructional materials for six competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: types of pipe for distribution systems, types of valves in water systems, meter types, disinfecting lines and storage tanks, clear well storage and elevated storage, and storage tank parts. For each competency, student objectives, resources (information sheets and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on materials and meters, valves, valve maintenance, disinfecting mains and storage tanks, and recoating storage tanks. Generally, an evaluation form with answer key is provided for each competency. (JH).

ED 173 650 CE 022 319

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Springs.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—15p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Job Skills, *Utilities, Adult Education, Answer Keys, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on springs provides instructional materials for two competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on spring basin construction and spring protection. For each competency, student objectives, information sheets, learning activities, and evaluation activities are provided. An evaluation form with answer key is provided for one of the competencies. (JH).

ED 173 651 CE 022 320

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Filtration.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—59p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Job Skills, *Utilities, Answer Keys, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Filters, Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on filtration provides instructional materials for six competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: purposes of sedimentation basins and flocculation units, rapid sand gravity and pressure filters, filter faults, backwash procedures, backwashing frequency, and backwashing filters. For each competency, student objectives, resources (information sheets and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on rapid mixing and flocculation, sedimentation, filtration, and chemical coagulation and flocculation. Generally, an evaluation form and answer key are provided for each competency. (JH).

ED 173 652 CE 022 321

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Wells.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—42p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Job Skills, *Utilities, Adult Education, Answer Keys, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Nevada (Wells), Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on wells provides instructional materials for five competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: dug, driven, and chilled wells, aquifer

types, deep well construction details, yield and drawdown tests, and well screens. for each competency, student objectives, resources (information sheets and appendix materials), learning activities, and evaluation activity are provided. The appendices contain information on ground water supplies and wells. Generally, an evaluation form with answer key is provided for each competency. (JH).

ED 173 653 CE 022 322

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Flouridation.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—45p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Chemistry, *Job Skills, *Measurement Techniques, *Utilities, Adult Education, Answer Keys, Chemical Analysis, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Flouridation, Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on flouridation provides instructional materials for three competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: purpose and process of flouridation, correct flouride dosage, and proper measurement and handling techniques for flouride chemicals. For each competency, student objectives, resources (information sheets and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on flouridation of public water supplies and laboratory equipment and supply requirements for a small water treatment plant providing complete treatment. Generally, an evaluation form with answer key is provided for each competency. (JH).

ED 173 654 CE 022 323

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—General Plant Operation.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—50p. ; For related documents see CE 022 313-324 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Job Skills, *Utilities, Adult Education, Answer Keys, Curriculum Guides, Educational Objectives, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Records Forms, Trade and Industrial Education, Vocational Education, Water Resources
Identifiers—Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on general plant operations provides instructional materials for seven competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: water supply regulations, water plant parts diagram, water sources, monthly operation reports, daily demand variation, average water reserve, and water shutoff guide. For each competency, student objectives, resources (e. g. information sheets, forms, appendix materials, and references to manuals, pamphlets, or books), learning activities, and evaluation activities are provided. The appendices contain information sheets on storage, sources of water, records and reports, and record-keeping, calculations and simple hydraulics. Generally, an evaluation form with answer key is provided for each competency. (JH).

ED 173 655 CE 022 324

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology—Taste, Odor & Color.
West Virginia Research Coordinating Unit for Vocational Education, Huntington. West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education. West Virginia State Dept. of Health, Charleston
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603801; H007800069
Note—40p. ; For related documents see CE 022 313-323 ; Not available in hard copy due to marginal legibility
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Job Skills, *Utilities, Adult Education, Educational Objectives, Individualized Instruction, Instructional Materials, Learning Activities, Public Health, Trade and Industrial Education, Water Resources
Identifiers—Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on taste, odor, and color provides instructional materials for three competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: taste and odor determination, control of algae, and turbidity measurement. For each competency, student objectives, resources (information sheets and appendix material), learning activities, and evaluation activities are provided. The appendices contain information sheets on taste and odor control and laboratory equipment and supply requirements for a small water treatment plant providing complete treatment. (JH).

ED 173 656 CE 022 334

Mruk, Walter F. Fenwick, Douglas E.
Investigation to Determine the Validity and Viability of a Regional Biomedical Equipment Technician Program at the Community College Level. Final Report.
Philadelphia Community Coll. Pa
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Cooperative Programs, *Coordination, *Cost Effectiveness, *Educational Programs, *Medical Laboratory Assistants, *Occupational Surveys, *Program Validation, Community Colleges, Educational Planning, Feasibility Studies, Labor Market, Surveys
Identifiers—Pennsylvania

A study was conducted to determine the validity and viability of a Southeastern Pennsylvania biomedical equipment technician program at the community college level. The results of a survey questionnaire, site visits, and interviews with administrators of existing health care facilities and ongoing biomedical curricula, indicated the following: (1) biomedical equipment technician (BMET) is an emerging occupation in the greater Philadelphia region; (2) a BMET program could be an option to an existing electronics program; and (3) a BMET program could be offered in a more cost effective manner by coordinated programming with several institutions; the need for replicating high initial cost facilities would be eliminated and only minor changes in existing electronics curricula would be required of the institutions forming a consortium in BMET. (A copy of the survey form is included in the appendices.) (JH).

ED 173 664 CE 022 529

Health Occupations Module. Health Careers—I. General.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Allied Health Occupations Education, *Health Occupations, *Occupational Information, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers—Pennsylvania

This module on health careers is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic and two learning experiences. Each learning experience contains an overview, an objective (e. g. name and describe three health careers), and three activities (e. g. watch a film on health careers). Student performance assessment forms for use by the instructor are provided for each learning experience. Concluding the module is a student self-check with a model answer key. (JH).

ED 173 665 CE 022 530

Health Occupations Module. Communication in Health Occupations—II.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Allied Health Occupations Education, *Communication Thought Transfer. Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Modules, Patients, Postsecondary Education, Secondary Education
Identifiers—Pennsylvania

This module on communication in health occupations is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic and one learning experience. The learning experience contains six activities (e. g. read the information sheet provided in the module on the patient interview, role play a patient interview, and role play the the taking of medical history). Concluding the module is a student self-check with a model answer key and a student performance assessment form for use by the instructor. (JH).

ED 173 666 CE 022 531

Health Occupations Module. Communications in Health Careers—III. The Teletrainer.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Allied Health Occupations Education, *Communication Thought Transfer. *Communication Skills, *Telecommunications, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers—Pennsylvania, Teletrainer

This module on communication in health careers—the teletrainer is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, a list of resources needed, and two learning experiences. Each learning experience contains an overview, an objective (e. g. *demonstrate the proper use of the* communication aids associated with the health careers), and three to four activities (e. g. using the teletrainer, practice some of the situations that would take place between a doctor, patient, and a health career person). Information sheets are generally provided for each activity. A student self-check sheet and a student performance assessment form for use by the instructor are also included. (JH).

ED 173 667 CE 022 532

Health Occupations Module. The Skeletal System—I.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Allied Health Occupations Education, Anatomy, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers—Pennsylvania, Skeletal System

This module on the skeletal system is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, three objectives (e. g. define the skeletal system and list its functions), and three learning experiences. Each learning experience contains a learning activity (reading an information sheet contained in the module), a student self-check, and a model answer key. Topics covered in the learning experiences are functions of the skeletal system, bone composition and growth, and bone types and structures. Concluding the module is a student self-assessment form (four essay questions) and a student performance assessment form for use by the instructor. (JH).

ED 173 668 CE 022 533

Health Occupations Module. The Integumentary System.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Allied Health Occupations Education, Anatomy, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers—Integumentary System, Pennsylvania

This module on the integumentary system is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, objectives (e. g. list and describe the types of glands formed in the skin, and explain the significance of their production of bodily secretions), and five learning experiences. Each learning experience contians an overview, two to four learning activities (e. g. investigate different types of suntan lotions), information sheets, and a student self-check with model answers. Concluding the module is a student performance assessment form to be completed by the instructor. (JH).

ED 173 669 CE 022 534

Health Occupations Module. Ethics—I.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Allied Health Occupations Education, *Ethics, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers—Pennsylvania

This module on ethics is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contians an introduction to the module topic, three objectives (e. g. define the term "ethics" and describe the differences between a "code of ethics" and civil laws, as related to your profession), and three learning experiences. Each learning experience contains one to three activities (e. g. investigate different types of "defense mechanisms"and determine why people react differently in like situations), information sheets, and a student self-check with model answers. Concluding the module is a student performance assessment form to be completed by the instructor. (JH).

ED 173 670 CE 022 535

Health Occupations Module. Ethics II—The Health Care Team.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Allied Health Occupations Education, *Ethics, *Health Personnel, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers—Pennsylvania

This module on ethics—the health care team is one of eight modules designed for individualized instruciton in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, one objective, (upon completion of the required readings identify and define the health team members), and one learning experience. The learning experience contains four activities (e. g. visit a local hospital and observe the members of a health care team), an information sheet on the health care team, and a student self-check with model answers. Concluding the module is a student performance assessment form to be completed by the instructor. (JH).

ED 173 671 CE 022 538

Health Occupations Module. The Skeletal System—II.
Temple Univ. Philadelphia, Pa. Div. of Vocational Education
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Allied Health Occupations Education, Anatomy, Evaluation Methods, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers—Pennsylvania, Skeletal System

This module on the skeletal system is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, two objectives (e. g. list the types of joints and movements, and give examples), and two learning experiences. Each learning experience contains an overview, an activity (reading a module information sheet), and a student self-check with model answers. Concluding the module is a student self-assessment form (three essay questions) and a student performance assessment form to be completed by the instructor. (JH).

ED 174 745 CE 016 466

Sandell, Steven H.
Is the Unemployment Rate of Women Too Low? A Direct Test of the Economic Theory of Job Search.
Ohio State Univ. Columbus. Center for Human Resource Research
Pub Date—78
Available from—Center for Human Resource Research, 5701 North High Street, Worthington, Ohio 43085 ($0.80)
Pub Type—Reports—Research/Technical (143)
Document Not Available from EDRS
Descriptors—*Employed Women, *Job Search Methods, *Marriage, *Tenure, *Unemployment, *Wages, Black Employment, Economic Factors, Employment Opportunities, Employment Problems, Females, Labor Market, Research Reports, Salaries, Time
Identifiers—National Longitudinal Survey, United States

To test the economic theory of job search and the rationality of job search behavior by unemployed married women, the importance of reservation wages (or wages requested for employment) was studied for its effect on the duration of unemployment and its relationship to the subsequent rate of pay upon reemployment. Models were established to explain these two interactions, and were supported by analysis of data from the National Longitudinal Survey of women aged 35 to 49 in 1972 who met the study criteria of being married, unemployed but with recent work experience, and then reemployed. It was concluded that (1) women with higher reservation wages experience a longer period of unemployment but are rewarded with higher paying jobs; (2) women who lost their jobs are unemployed longer than those who left their jobs voluntarily; (3) racial differences do not influence the length of unemployment when adjustment is made for the asking and offered wages for black women; (4) the duration of unemployment of married women is affected by overall economic conditions and the local labor market; and (5) married women would benefit from investing more time in job search by receiving higher wages. Married women appeared to reenter employment so quickly because of their aversion to risk, their experience of financial-capital constraints which preclude extended job search, and their expectation of short tenure at their new jobs. (ELG).

ED 174 746 CE 016 731

A Five-Week Training Program for Vocational Rehabilitation Workshop Supervisors. Report of the Proceedings.
Indiana Vocational Technical Coll. Indianapolis
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—78
Pub Type—Collected Works—Proceedings (021)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Communication Thought Transfer, *Educational Programs, *Motivation, * *Supervisors, *Systems Approach, *Vocational Rehabilitation, Conference Reports, Employment, Program Administration, Speeches, Wages, Workshops
Identifiers—Indiana

Under a grant provided by the Indiana State Board of Vocational and Technical Education, the Indiana Vocational Technical College developed and conducted a five-week training program for vocational rehabilitation workshop supervisors. Nineteen persons participated, representing state-wide organizations involved with rehabilitation activities. (This report provides an agenda of program topics, a list of workshop participants, and four papers presented at the workshops: "The World of Work," by Paul Lustig; "Motivation and Communication," by Jim Beeler; "Wage Hour/Public Contract," by Blanchard Rice; and "Systems Approach to Administration," by Bill Salyers.) (JH).

ED 174 747 CE 016 785

Copa, George H.
Implications of the National Institute of Education Study from the Perspective of Vocational Education.
Pub Date—78
Pub Type—Speeches, Conferences Papers (150). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Information Utilization, *Projects, *Research Projects, *Vocational Education, Educational Research, Program Development, Program Proposals, Research Criteria, Research Needs, Research Proposals, Research Utilization, Speeches,

Theories
Identifiers—United States

Presented to the American Education Research Association, this speech points out eleven ways examination of a National Institute of Education study plan could have implications for vocational education: (1) defining key terms, (2) identifying or surfacing issues, (3) describing recent or impending changes, (4) summarizing findings, (5) integrating the findings with other related studies, (6) interpreting findings, (7) rationalizing what is found, (8) theorizing to explain findings, (9) drawing implications, (10) recommending other study implications and (11) suggesting study extensions. Forty-one terms found in the study plan that might be further defined for clarity are presented. Three of the four issues identified by the study plan are: How best to distribute federal funds with accompanying data base to rationalize the scheme and federal role? ; Is there compliance with the federal laws, how much compliance should be mandated, and how can it be achieved? ; and Is consumer and homemaking education needed and effective, and should it be a part of vocational education? The author suggests that the accuracy and sensibility of results will depend on the active interface between the study team, decision makers both in and out of vocational education, and those doing vocational education. (LRA).

ED 174 748 CE 016 878

Dreyer, Ronald C. Smith, Brandon B.
Vocational Education Research and Development Priorities for Minnesota. 1976-77 Minnesota Survey of Vocational Education Needs.
Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education
Pub Date—78
Pub Type—Reports—Research/Technical (143). Tests. Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Industrial Personnel, *Needs Assessment, *Research Needs, *Research Problems, *Vocational Education, *Vocational Education Teachers, Educational Research, Planning, Questionnaires, Resource Allocation, Surveys, Teacher Attitudes
Identifiers—Minnesota

A study was conducted to determine the research and development priorities for Minnesota as perceived by vocational educators and selected groups of industrial personnel trainers and to determine to what extent research and development priorities have changed during the past seven years. A total of 998 vocational educators and 364 industrial personnel having responsibilities related to personnel training responded to a survey questionnaire. The survey questionnaire, which contained forty-nine items related to research and/or development activities, requested respondents to rate the item's criticalness of need for research. Survey items were obtained from a similar national survey of vocational education priorities conducted by the Center for Vocational and Technical Education at Ohio State University. Findings indicate that in general, vocational educators and industrial personnel prioritized the items in a similar fashion. The two highest rated items were (1) provide opportunities for all vocational students to acquire the basic skills (e. g. reading, communication, math) required for coursework and jobs and (2) improve opportunities for inservice vocational personnel to renew and expand their competencies. (The survey instruments and data analysis information are appended.) (Author/LRA).

ED 174 749 CE 017 960

Martin, Betty B. Quilling, Joan
Missouri Vocational Home Economics Teachers Perceived Use of Instructional Materials.
Missouri Univ. Columbia
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Pub Date—78
Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Home Economics Education, *Instructional Materials, *Perception, *Use Studies, *Vocational Education Teachers, Curriculum Development, Personnel Data, Research Reports, Secondary Education, Surveys, Teaching Experience, Teaching Skills
Identifiers—Missouri

A study was conducted to assess Missouri vocational home economics teachers' perceived use of instructional materials. A survey form, consisting of three sections (personal data, curriculum experience, and curriculum competencies), was sent to the total population of consumer homemaking and occupational home economics teachers in secondary schools in Missouri. Findings from the study include some of the following: many of the respondents had been teaching less than five years; a large number was employed in a school system of more than 900 pupils; more than one-fourth of the respondents reported no awareness of the Midwest Curriculum Consortium; almost half reported attending conferences and/or workshops during a two-year period; kits, visual aids, and curriculum guides were viewed as the major type of curriculum materials preferred to have available; respondents felt they were competent in stating student performance objectives and identifying unit concepts; and respondents felt they possessed the ability to adapt and prepare materials for the local setting. (JH).

ED 174 750 CE 018 405

Stefan, Ann M.
Guidelines for Non-Sexist Vocational Materials. Final Report.
Women on Words and Images, Princeton, N. J.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration
Pub Date—77
Contract—300-76-0460
Note—33p. ; For a related document see ED 153 015 ; Best copy available
Pub Type—Reports—Research/Technical (143). Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Evaluation Criteria, *Guidelines, *Material Development, *Sex Discrimination, *Sex Fairness, *Vocational Education, Content Analysis, Program Validation
Identifiers—Bureau of Occupational and Adult Education, Women in Words and Images

The purpose of this project was to develop and validate guidelines which will ensure that vocational materials developed under Bureau of Occupational and Adult Education (BOAE) auspices are free of sex bias. The guidelines serve a three-fold purpose: (1) to provide a guide for development of any materials resulting from BOAE contracts or grants; (2) to provide a checklist for evaluation of any materials developed under BOAE contracts or grants as well as existing vocational education materials; (3) to serve as a guide for the creative use of existing curricula or other materials being used in vocational education classrooms. In order to meet this stated purpose the project scope included development of criteria for acceptability of guidelines and a material analysis instrument. A sampling of commercially and Office of Education produced materials was analyzed and preliminary guidelines were established as a direct result of the analysis. These preliminary guidelines were evaluated by Regional and State Directors of Vocational Education Departments, BOAE funding recipients and the BOAE Project Officer. Reviewer comments were analyzed by Women in Words and Images (WOWI) and a BOAE panel on August 4, 1977. Final guidelines were prepared reflecting this comprehensive review. (JH).

ED 174 751 CE 018 749

Shurr, Harriet
Incorporation of Consumer Education (Lessons) in Adult Basic Education Programs in North Dakota. Final Report.
James Valley Vocational Center, Jamestown, N. Dat
Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit
Report No.—RCU-RR-60
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Basic Education, *Consumer Education, *Curriculum Development, *Home Economics Education, Adult Education, Adult Programs, Adults, Consumer Protection, Needs Assessment, Program Descriptions, Teaching Guides

Identifiers—North Dakota

Two North Dakota home economists developed consumer education curricula based on adult performance level (APL) objectives and the perceived needs of their vocational students. They worked with local directors of adult basic and secondary education (ABSE) to incorporate the curricula into regular ABSE classes. Project objectives were to (1) identify consumer education needs of a sample group of adult basic education (ABE) students; (2) assist students in reaching the APL goal "to manage a family economy and demonstrate an awareness of sound purchasing principles" by formulating and testing teaching methods geared to the twenty APL objectives and student objectives; and (3) document effective methods for teaching consumer education to ABE students. The consumer education needs of students which surfaced most frequently included personal budgeting, using banking services, using consumer information resources, consumer protection and redress, and advertising phychology. This documentation was prepared to serve as a guide for home economics instructors. Ten self-study units developed as a result of the project included buying foods, buying clothing, buying automobiles, housing, budgeting, credit, insurance, consumer protection, home furnishings, and advertising. (The appendixes contain a sample learning packet and a sample lesson plan.) (LRA).

ED 174 753 CE 020 211

Detwiler, Wayne L. Sr. Shemick, John M.

A Verification of Industrial Education Teacher Competencies by In-Service Vocational Industrial Education Teachers and Industrial Arts Teachers from the Central Region of Pennsylvania. Vocational-Technical Education Research Report. Vol. 17, No. 1.

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Competency Based Teacher Education, *Curriculum Development, *Preservice Teacher Education, *Teacher Education Curriculum, *Teaching Skills, *Trade and Industrial Teachers, Differences, Industrial Arts, Industrial Education, Learning Modules, Research Reports, Student Attitudes, Teacher Attitudes

As the first phase of a three-phase process to implement a CBTE (Competency Based Teacher Education) program in vocational industrial teacher education at the Pennsylvania State University, a study was undertaken to identify and verify teaching competencies for industrial education teacher education. After developing a list of 173 competencies, a survey was conducted of 448 in-service vocational industrial education teachers and 780 in-service industrial arts education teachers to establish the relationship of the competencies to the two groups of teachers. It was found that both groups perceive the relative importance of teacher competencies in the same manner. In regard to competencies unique to either group, it was found that the statements so identified are along the dimensions by which the two types normally differ. Thus, the teachers perceive common needs in teacher preparation and performance. The study also examined the usefulness of eight CBTE modules developed at the Ohio State University Center for Vocational Education by incorporating them into three courses at the Pennsylvania school. Based on an evaluation in one of the courses by the students, it was concluded that student attitude improved significantly due to the modules' use and that the modules were successfully infused into the course. (ELG).

ED 174 756 CE 021 347

Wasdyke, Raymond G.

Relevant Experiences for Alternative Learning: Project REAL. Third-Party Annual Evaluation Report, Second Year. Review Period: November 1, 1977 through October 31, 1978.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—J-03-76-00229(502)

Note—76p.; Appendix A may not reproduce well due to small print; For a related document see ED 147 541

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Development, *Career Education, *Community Involvement, *Experiential Learning, *Program Effectiveness, Basic Skills, Curriculum Development, Evaluation Methods, Failure, Program Evaluation, School Community Relationship, Secondary Education, Sex Bias, Success

An evaluation was conducted of the second year of Project REAL (Relevant Experiences for Alternative Learning), which provides high school students in Newark, Delaware, with community-based career development experiences and relates these learning activities to the curriculum of life skills, basic skills, and career development. In the area of student outcomes it was found that students did not improve in basic skills or career decision-making and employment-seeking skills after participating in the project. Nevertheless, learning managers and community instructors rated the students high in personal employment and career-related dimensions. In the category of student process goals and objectives, the project has been successful in its placement of students in diverse community work sites, implementation of a comprehensive student assessment system, instruction in dealing with sex bias and discrimination, and award of credit for project participation. The project has also fulfilled its proposed management process tasks: developing and implementing management and staff development plans, obtaining parental permission for student participation, providing insurance for participants, and establishing a project advisory board. Recommendations were made for improvements in the three evaluated areas. (The appendixes contain the evaluation plan and a checklist of essential characteristics for implementation sites.) (ELG).

ED 174 757 CE 021 349

Lynch, Bonnie L.

Writing Objectives for Health Related Instruction: A Self-Instructional Manual.

Florida Univ. Gainesville. Center for Allied Health Instructional Personnel

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Allied Health Occupations Education, *Behavioral Objectives, *Independent Study, *Teacher Education, *Training Objectives, Affective Objectives, Autoinstructional Aids, Cognitive Objectives, College Instruction, Guides, Health Education, Postsecondary Education, Psychomotor Objectives, Writing Instruction

Designed for instructors or students who will be instructors in health-related occupations, this manual provides basic instruction in writing behavioral objectives. While there is no table of contents, a list of nine objectives on page 4 is a guide to the manual's contents. The objectives state that upon completion of the manual the reader should be able to state the value(s) of using well-defined objectives; differentiate between "teacher-centered" and "learner-centered" objectives; identify the three commonly accepted components of objectives; describe selected formats for stating objectives in a given situation; categorize cognitive behaviors into knowledge, application, and problem-solving levels; identify affective behaviors; identify behaviors which require psychomotor skills; write educational objectives in behavioral terms; and describe how objectives are used in educational programs. The manual contains pre- and post-assessments, questions, and other written exercises the user is expected to complete. A reference list and verb lists for writing educational objectives in the cognitive, psychomotor, and affective domains are included. (LMS).

ED 174 758 CE 021 358

Development and Research for Comprehensive Community-Based Guidance, Counseling, Placement and Follow-Through Assistance Involving Peer Counseling and Emphasizing Special Needs Groups. Final Report.

Glassboro State Coll. N.J.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007703028
Note—44p. ; Not available in hard copy due to thin, broken type ; Report prepared by the Office of Career Education
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adults, *Career Counseling, *Career Guidance, *Counseling Effectiveness, *Peer Counseling, *Program Evaluation, Community Organizations, Job Search Methods, Public Agencies, Self Concept, Tests
Identifiers—New Jersey

A project was conducted to adapt and apply a model to train counselors in techniques that combine the principles of peer counseling and career counseling. The effectiveness of this model was studied by monitoring the applications of those techniques by the participating counselors in their counseling settings. Thirty counselors participated in a sixteen-week, two-phase training program. The first phase consisted of a series of workshops in which counselors actively experienced the counseling training model with an emphasis on employment skills. The second phase provided staff assistance to counselors as they implemented program concepts into counseling activities. Research focused on the effectiveness of the model on the self-perceptions and the job-seeking skill of clients in the counselors' home setting. Significant outcomes included (1) a training program in peer-counseling and employment-skills servicing to the needs of adult counselors and community-based agencies such as CETA (Comprehensive Employment and Training Act), OIC (Occupational Information Centers), public employment service, etc. ; (2) better equipped counselors able to deal with clients in group settings; (3) a peer-counseling model based in community agencies that effectively meets the clients' employment-related needs; and (4) an effective peer counseling handbook containing approaches and activities pertinent to the clients' needs. (Pre-test instruments, evaluation forms, and other related project forms are appended.) (Author/BM).

ED 174 760 CE 021 591

Ausburn, Floyd B.
Impact of Learning Styles on Air Force Technical Training: Multiple and Linear Imagery in the Presentation of a Comparative Visual Location Task to Visual and Haptic Subjects. Interim Report for Period January 1977-January 1978.
Oklahoma Univ. Norman. Coll. of Education
Spons Agency—Air Force Human Resources Lab. Lowry AFB, Colo. Technical Training Div
Report No.—AFHRL-TR-78-91(II)
Pub Date—79
Contract—F33615-77-C-0047
Note—33p. ; For a related document see CE 021 601
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Cognitive Style, *Instructional Design, *Tactual Perception, *Technical Education, *Visual Learning, Kinesthetic Perception, Military Personnel, Research Reports, Sensory Experience, Visual Discrimination, Visual Perception
Identifiers—Supplantation Theory

A U.S. Air Force study was designed to develop instruction based on the supplantation theory, in which tasks are performed (supplanted) for individuals who are unable to perform them due to their cognitive style. The study examined the effects of linear and multiple imagery in presenting a task requiring visual comparison and location to individuals of the visual and haptic perceptual types. (Visual type was defined as persons who react to their environment as spectators and whose main sensory intermediaries are their eyes. Haptic type was defined as normally sighted persons who react to their environment subjectively and who use their eyes as primary sensory intermediaries only when compelled to do so, preferring to rely on muscular sensations, kinesthetic experiences, and tactile impressions.) Subjects were drawn from 200 volunteers currently enrolled in undergraduate education courses. A battery of three instruments was used to classify subjects' cognitive styles. From the visual and haptic groups, forty visuals and forty haptics were selected at random and randomly split into two groups of twenty. One group of twenty visuals and one group of twenty haptics received a linear-image presentation of the experimental task. The other two groups received a multiple-image presentation of the experimental task. Results indicated that in this investigation, the haptic-cognitive-style individual's performance was improved by instruction based on the supplantation theory. The results of this preliminary investigation hold promise for instructional research with Air Force technical training personnel. (Author/BM).

ED 174 761 CE 021 601

Ausburn, Lynna J.
Impact of Learning Styles on Air Force Technical Training: Relationships among Cognitive Style Factors and Perceptual Types. Interim Report for Period January 1977—January 1978.
Oklahoma Univ. Norman. Coll. of Education
Spons Agency—Air Force Human Resources Lab. Lowry AFB, Colo. Technical Training Div
Report No.—AFHRL-TR-78-91(I)
Pub Date—79
Contract—F33615-77-C-0047
Note—35p. ; For a related document see CE 021 591
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Cognitive Style, *Discriminant Analysis, *Predictor Variables, *Tactual Perception, *Technical Education, *Visual Learning, Conceptual Tempo, Learning Modalities, Military Personnel, Research Reports, Visual Acuity
Identifiers—Field Dependence Independence, Leveling Sharpening Dimension

A U.S. Air Force study was designed to investigate simultaneously four cognitive styles—field dependence-independence, reflectivity-impulsivity, leveling-sharpening, and visual-haptics. A sample of 206 undergraduate volunteers at the University of Oklahoma were tested with the Successive Perceptual Test I (SPT-I), the Hidden Figures Test (HFT), Matching Familiar Figures (MFF), and the Leveling/Sharpening House Test (LSHT) in order to assess their cognitive styles. The obtained data were analyzed in three stages: (1) chi-square tests were used to compare obtained distributions of visual and haptic perceptual types in the field independent, field dependent, reflective, impulsive, leveling and sharpening groups with Lowenfeld's theoretical distribution of 50% visuals, 25% indefinites, and 25% haptics; (2) four variables of score on HFT, errors on MFF, mean latency on MFF, and leveling-sharpening ratio on LSHT were tested in a step-wise discriminant analysis to determine if they could predict or discriminate between visual and haptic perceptual types; and (3) finally, the relationships among the variables of the study were further explored with a factor analysis. Results indicated that although the constructs overlapped somewhat, each cognitive style has enough unique characteristics that each must be considered individually. It was suggested that when using cognitive styles as a variable in future research with Air Force Technical training, perhaps requirements of specific tasks involved in the training will dictate which of these cognitive styles holds the most promise. (BM).

ED 174 766 CE 022 020

Forgione, Pascal D. Jr. Kopp, A. Lee
Curriculum Development Needs for Vocational Education: New and Changing Occupational Areas.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—300-78-0032
Note—313p
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Curriculum Development, *Energy, *Health Services, *Needs Assessment. *Vocational Education, Educational Planning, Employment Opportunities, Employment Projections, Information Needs, Occupational Information, Occupational Surveys, Research Reports, Trend Analysis
Identifiers—Long Term Health Care, Occupational Safety and Health

This report describes a study conducted to develop and provide information that would assist national vocational education planners and policy makers in selecting national priorities for curriculum development in specific occupational areas that are changing or are

new. Chapter 1 describes the problem and discusses three difficulties in determining the needs for curriculum development. Chapter 2 presents the objectives of identifying the needs for curriculum development in new and changing occupational areas, and it details the three procedures used to meet these objectives. Chapter 3 reports the findings on the occupational area of long term health care, including an anlaysis of factors influencing the economic growth of occupations in the area and detailed reports on five specific occupations. Chapter 4 reports the findings from the ongoing investigations of three other occupational areas (allied health, energy, and occupational health and safety), including an analysis of economic influences and reports on five additional occupations. Chapter 5 provides a general summary for the report. (JH).

ED 174 767 CE 022 029

Hafen, Susan DeGrey, Gwen-Ellen
Evaluating Resources for Disadvantaged Students.
Maryland Vocational Curriculum Research and Development Center, College Park
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Disadvantaged Youth, *Educational Resources, *Evaluation Criteria, *Selection, *Vocational Education, Check Lists, Evaluation Methods, Guides, Instructional Materials

The stated purpose of these materials is to help educators accomplish four tasks: (1) identify "appropriate" instructional resources for disadvantaged students in vocational classes; (2) use an objective checklist to evaluate a resource's "usefulness" (a sample checklist is provided); (3) use criteria to evaluate a resource's "outstandingness" (a sample evaluation instrument is provided); and (4) review materials throughly and consistently (a set of reviewer guidelines are provided). Sections in this document include a rationale for evaluating resources, definitions (e. g. disadvantaged persons, target areas, "appropriate" resources, "usefulness", and "outstandingness"), considerations for resource evaluation, using the instructional resource checklist for usefulness, using the criterion-based evaluation form for "outstandingness", and implementing review procedures. (JH).

ED 174 768 CE 022 030

Hafen, Susan Mangano, Michael
Evaluating Resources for Handicapped Students.
Maryland Vocational Curriculum Research and Development Center, College Park
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Educational Resources, *Evaluation Criteria, *Handicapped Students, * *Selection, *Vocational Education, Check Lists, Evaluation Methods, Guidelines, Instructional Materials

The stated purpose of this set of materials is to help educators accomplish four tasks: (1) identify "appropriate" instructional resources for handicapped students in vocational classes; (2) use an objective checklist to evaluate a resource's "usefulness" (a sample checklist is provided); (3) use criteria to evaluate a resource's "outstandingness" (a sample evaluation instrument is provided); and (4) review materials throughly and consistently (a set of reviewer guidelines are provided). Sections in this document include a rationale for evaluating resources, definitions (e. g. handicapped persons, mental retardation, learning disabilities, appropriate resources, usefulness, and outstandingness), considerations for resource evaluation, using the instructional resource checklist for "usefulness", using the curriculum-based evaluation form for "outstandingness", and implementing review procedures. (JH).

ED 174 769 CE 022 032

Anderson, Bernice, Comp. And Others
Resources for Teachers of the Handicapped in Vocational Education. Southeast Network for Curriculum Coordination.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Reference Materials—Bibliographies (131). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Definitions, *Handicapped Students, *Instructional Materials, *Organizations Groups, *Student Characteristics, *Vocational Education, Abstracts, Community Organizations, Public Agencies, Resource Materials, State Agencies
Identifiers—Southeast Network for Curriculum Coordination

Designed for teachers of handicapped students, this resource guide provides five sections of information. The first two sections contain definitions and characteristics of different handicapping conditions: blindness, deafness, educable mentally retarded, emotionally handicapped, gifted, hearing impaired, learning disabled, multiply handicapped, neurologically handicapped, orthopedically handicapped, trainable mentally retarded, and visually impaired. The third section lists names and addresses of national agencies related to the education of handicapped students. The next section lists, by state, members of the Southeast Network for Curriculum Coordination, state organizations dealing with education for the handicapped. It describes for each organization the disability served and the types of services provided. The last section contains abstracts of curriculum materials organized by the different handicapping conditions. Abstracts are also provided on assessment, work experience, business and office, home economics, and trade and industry. Availability information is also provided with each abstract. (JH).

ED 174 770 CE 022 036

Policy Considerations for Employers in Work Exploration and Experience Programs. Key Findings and Policy Recommendations.
Work in America Inst. Scarsdale, N.Y.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—78
Contract—DHEW-018A-7701-P2021
Note—118p
Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Career Choice, *Employer Attitudes, *High School Students, *Student Attitudes, *Work Experience, *Work Experience Programs, Career Exploration, Case Studies, Cooperative Education, Educational Policy, Education Work Relationship, Employment Practices, High Schools, On the Job Training, Part Time Employment, Program Descriptions, Program Effectiveness, Socialization, Student Experience, Supervision, Vocational Adjustment

A study of high school work experience programs was designed to explore the work environment in regard to employer policies, practices, processes and program ingredients to gauge their impact on high school student workers during the school-to-work transition. Two work experience programs were analyzed (North Terrytown, New York, and in Newark, Delaware) and data was gathered directly from student and employer participants and graduates. Findings indicate that the majority of students and employers perceived the most valuable outcomes of the work experience program to be contributions to (1) the development of interpersonal skills and wider ranging socialization; (2) the opportunity for career exploration, career education, and skill development; (3) the provision of initial exposure to the world of work; and (4) the personal growth of the student. Employers and students shared a high regard for the value of paternalism in training and supervision. Two of the six policy recommendations are that the school should assume greater responsibility in screening student and employer participants to assess and better understand their motives for participation and their expectations and that the school should assume an active role in educating employers and supervisors to the potential impacts and outcomes of the program. (Appendixes contain descriptions of the two work experience programs and results of survey questions.) (LRA).

ED 174 771 CE 022 040

Eggland, Steven A.

The Development and Evaluation of a Directed Occupational Experience Program. Final Report.

Nebraska Univ. Lincoln. Teachers Coll

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007701955

Note—360p. ; Some pages in this document will not reproduce well due to broken type

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC15 Plus Postage

Descriptors—*Learning Modules, *Preservice Teacher Education, *Program Evaluation. *Teaching Skills, *Vocational Education Teachers, *Work Experience Programs, Competency Based Teacher Education, Curriculum Development, Higher Education, Program Development, Program Effectiveness, Research Reports, Tests, Work Experience

A study was conducted to develop and examine an alternative to the traditional occupational experience method of the development of professional vocational teacher education competencies. A professional competence examination was developed to measure effectiveness of varying types and amounts of occupational experiences in developing vocational teacher competencies. A modular curriculum was written and implemented along with an occupational experience at four university sites. Pre- and posttests were administered to a laboratory group consisting of preservice business and distributive education teachers. Two reference groups, which had occupational experience without the modules, were also examined to provide a control. Results indicated that professional vocational education competence can be engendered through a directed occupational experience program strategy. (The professional Competencies Battery with scoring instructions, and copies of the twenty directed occupational experience modules are appended. The modules focus on the areas of program planning, instruction, cooperative education, community relationships, technical development, laboratory plan, guidance, advisory committee, and program evaluation.) (JH).

ED 174 772 CE 022 090

Hodes, Lance

A National Study of Vocational Education Systems and Facilities.

Westat Research, Inc. Rockville, Md

Pub Date—79

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Delivery Systems, *Educational Finance, *Organization, *Postsecondary Education, *State School District Relationship, *Vocational Education, Administrative Organization, Costs, Educational Administration, Geographic Distribution, Governance, Government Role, National Surveys, Program Budgeting, Program Descriptions, Resource Allocation, School Districts, Secondary Education, Speeches, State Agencies, State Federal Aid, Surveys, Systems Analysis

Identifiers—United States

Surveying over 6,000 vocational schools and all state directors of education, this study attempted to (1) describe the organization and governance of state and local agencies and delivery systems for vocational education; (2) describe the basic provisions by which the costs of vocational education are funded; and (3) describe the status and condition of the nation's vocational education system. Data for the study was collected through personal interviews with state directors and a mail survey with a telephone follow-up of 6,693 public secondary and two-year postsecondary institutions having facilities for five or more different vocational education programs. Findings indicate that state governance structures for vocational education are characterized by a multitude of different board structures having different compositions and levels of authority over the state agencies responsible for vocational education. In addition, at the local level there are seven types of institutions, thirteen different types of program administration structures, and four different types of single and multi-district services. Findings also indicate that the location of institutions having facilities for five or more different vocational education programs does not reflect the distribution of the population and that funds under the direct control of the state agency generally do not represent the major source of vocational education support. (LRA).

ED 174 773 CE 022 097

Atkinson, Karla

Eliminating Sex-Role Stereotyping in Vocational Education. Report on the Identification of Sex Biases in Vocational Education Instructional Materials and Resources.

Western Michigan Univ. Kalamazoo. Center for Women's Services

Spons Agency—Michigan State Dept. of Education, Lansing

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Instructional Materials, *Sex Role, *Sex Stereotypes, *Vocational Education, Curriculum Evaluation, Females, Males, Minority Groups, Questionnaires, Secondary Education, State Surveys, Textbook Evaluation

Identifiers—Michigan

Three hundred and fifty nine career and vocational resources were reviewed to determine if male and female students in Michigan secondary schools were exposed to sex-role stereotyping in instructional materials. The review was conducted as part of a site visitation to twenty secondary and area vocational skill centers. A twenty-two item instrument was designed to yield data which would determine the frequency of specific stereotypic patterns. Each questionnaire item was applied to three areas: (1) language, (2) illustrations, and (3) context. Among the findings was that in an average of 33% of the learning resources, gender was associated with job titles, objects, interests, activities, or occupations through context and language. In addition, 6.1% of the materials had cliches, innuendoes, sentences, and/or questions that connote or denote sex-role stereotyping. Thirty-nine percent of the materials through context, 33% through illustrations, and 30% through language were directed to males predominantly. Stereotyping was more evident in interactions among persons in a work setting than in interactions among family and peers. Also it was found that an intention to reflect minority populations was evident in an average of 28% of the three categories. (The instrument for assessing sex-role stereotyping in learning resources is appended.) (LRA).

ED 174 774 CE 022 112

A Planning Model for the Formulation of State and Local Career and Vocational Guidance Plans.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007702132

Note—33p. ; Not available in hard copy due to thin type; For related documents see CE 022 113-114

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Guidance, *Models, *Needs Assessment, *Planning, Career Planning, Community Programs, Counseling Services, Evaluation, Guidance Programs, Guidelines, Objectives, Program Development, Resource Allocation, Statewide Planning

Identifiers—West Virginia

A planning model is presented which was used throughout the development of state and local and vocational guidance models and plans for West Virginia. The general planning model upon which the state model is based is also included. The planning model used is outlined in eighteen steps: (1) identify the problem; (2) decision makers awareness; (3) assign resources; (4) identify and involve community task force members; (5) identify and review information; (6) develop and/or select needs assessment instrument and processes; (7) conduct needs assessment; (8) analysis of assessment data; (9) analysis of resources such as staff, materials and facilities; (10) establish goals; (11) establish objectives; (12) develop a comprehensive model plan; (13) develop a feasible plan based on priority needs and obtainable resources; (14) obtain approval for field testing for purposes of evaluation and revision; (15) implement on a limited basis; (16)

evaluation; (17) revision; and (18) submit for final approval. An explanation is provided on the application of the adapted planning model for development of a career and vocational guidance model. Planning model resource material is presented in the appendix. (LRA).

ED 174 775 CE 022 113

The Needs Assessment Report for the Formulation of State and Local Career and Vocational Guidance Plans.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007702132

Note—189p. ; Some of the tables in this document will not reproduce well due to small, light print; For related documents see CE 022 112-114

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Attitudes, *Career Guidance, *Career Planning, *Counseling Services, *Guidance Programs, *Needs Assessment, Administrator Attitudes, Adult Education, Career Counseling, Counselor Attitudes, Counselors, Elementary Secondary Education, Employer Attitudes, Needs, Parent Attitudes, Postsecondary Education, Questionnaires, Skills, State Surveys, Statewide Planning, Student Attitudes, Surveys, Teacher Attitudes, Vocational Rehabilitation

Identifiers—West Virginia

The purpose of this needs assessment study was to demonstrate the need for a comprehensive career and vocational guidance and counseling plan in West Virginia. Survey instruments adapted from a number of existing instruments which pertain to career and vocational education and counseling were administered in forty-nine of fifty-five counties. Students, parents, out-of-school youth and adults, postsecondary public school students, college freshmen, and school counselors completed questionnaires on the importance of career and vocational guidance needs and how well these needs were being met. Counselors, school administrators and teachers, and vocational rehabilitative administrators completed forms dealing with current levels of counselor competencies and the importance of these competencies. In addition, ten employers in each county were contacted in order to gain understanding of desirable skills and the attainment of these skills by former students. The major finding of the project was that there exists a need for career and vocational guidance and counseling services throughout the state. Findings support the necessity of developing a state model for comprehensive services to be available to all persons. The needs assessment instruments are included in the appendix. (LRA).

ED 174 776 CE 022 114

The Comprehensive Community Career and Vocational Guidance and Counseling Model.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007702132

Note—197p. ; Not available in hard copy due to light type; For related documents see CE 022 112-113

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Guidance, *Career Planning, *Community Programs, *Counseling Services, *Guidance Programs, Adult Education, Agency Cooperation, Agency Role, Career Counseling, Community Cooperation, Community Organizations, Elementary Secondary Education, Guidelines, Models, Postsecondary Education, Public Agencies, School Community Relationship, School Counseling, Self Concept

Identifiers—West Virginia

A model is presented which is intended to serve as a reference and provide guidelines for the establishment of community based vocational guidance and counseling programs in West Virginia. The first of six sections identifies and expands four components of the program: self-understanding, decision making, environmental awareness, and job enhancement skill development. Section 2 presents competencies necessary for a person to successfully function as a community agent. Six organization and management functions and ten provision-of-service functions are formulated in the third section. The fourth section discusses the interagency cooperation required for success of the entire model, noting personnel and responsibilities of public schools, vocational-technical schools, colleges, rehabilitative services, federal program, social and service organizations, employer and business groups, etc. A discussion of expected programs for the respective target populations (elementary, secondary, postsecondary, out-of-school youth, adult education, and other adult programs) is presented in section 5. The final section develops the summarized community career and vocational guidance model. The appendices include (1) explanations for the use and interpretation of the overview charts and their relationship to the model and (2) implementation strategies for the model. (LRA).

ED 174 777 CE 022 120

Wilson, Gary Newcomb, L. H.

The Importance of Motivational Appeals to Cooperative Extension Agricultural Clientele. Summary of Research.

Ohio State Univ. Columbus. Dept. of Agricultural Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Extension Agents, *Motivation Techniques, *Participation, *Program Effectiveness, *Rural Extension, Correlation, Participant Satisfaction, Research Reports

Identifiers—Ohio

A study was conducted to determine the relationship of certain motivational appeals to the extent of participation of extension clientele, as perceived by these clientele. A stratified random sample of thirty counties from the ten extension supervisory areas of Ohio was used for the study. This sample provided for 395 adult agricultural clientele who had been served by or involved with the Ohio Cooperative Extension Service (CES). Data were obtained through the use of mail questionnaires. There were two major conclusions. First, in general, most agricultural clientele of the Ohio CES rated every motivational appeal used in this study in either the "used sometimes" or "used very little" categories. The appeals that were rated as being used the most include some of the following: stressing the importance of making some money; advertising an important person or noted guest speaker; advertising programs to challenge people (mentally) to accomplish more, and advertising programs to promote how to enjoy leisure time. Second, stressing the importance of making money, advertising that work will be easier or simpler, and advertising the need for serving others, were three appeals that were found to be positively correlated with at least two or more measures of participation. (JH).

ED 174 778 CE 022 146

Nazario, Nancy

Moving toward Sex Equity in Vocational Education. A Study in Five Parts.

Spons Agency—California State Dept. of Education, Sacramento

Pub Date—78

Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Enrollment Trends, *Equal Education, *Sex Discrimination, *Vocational Education, *Vocational Interests, Administrator Role, Affirmative Action, Annotated Bibliographies, Check Lists, Comparative Analysis, Counselor Role, Females, Glossaries, High School Students, Males, Postsecondary Education, Research, Research Projects, Research Reports, Secondary Education, Sex Stereotypes, State Surveys, Student Interests, Teacher Role, Two Year College Students

Designed to be used to identify and implement strategies to achieve sex equity in California vocational education programs, this document consists of five products of a research project on sex bias and sex stereotyping. Part A is a glossary of terms associated with sex equity.

Part B is a checklist intended to aid teachers, counselors, and administrators identify sources of sex bias in their schools and to suggest specific actions they can take to achieve sex equity. Part C, the major portion of the study, presents five years of data on female/male high school and community college enrollment and completion for vocational education programs in California. Part D provides data which compare student occupational interests with vocational education program enrollments. Part E is an annotated bibliography of some of the literature surveyed for the project. (LMS).

ED 174 779 CE 022 155

Valentine, Ivan E. Larson, Milton E.

Preparation and Utilization fo Instructional Packages and Media for Local Directors of Vocational Education (In-Service Education). Final Report.

Colorado State Univ. Ft. Collins. Dept. of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Administrator Education, *Audiovisual Aids, *Inservice Education, *Learning Modules, *Vocational Education, Collective Bargaining, Educational Media, Health Education, Information Dissemination, Legal Responsibility, Program Descriptions, Program Development, Program Effectiveness, Safety Education

A consortium of the Colorado association of local directors of vocational education, professional staff of the Colorado State Board for Community Colleges and Occupational Education, and personnel of the Department of Vocational Education at Colorado State University planned and developed instructional packages and media for the in-service education of local vocational administrators. The products generated by this project enable the local vocational administrators to earn three semester hours of graduate credit upon completion of the fifteen modules. Existing vocational administrative materials and courses were adapted to a programmed materials format while videotapes, slide-cassettes, and other media to facilitate learning were prepared. Student learning guides and self-evaluation instruments were developed as well as feedback forms. Following the field testing and revision of the curriculum, media, and Teaching Activities Packages, the materials were then duplicated and disseminated. Upon completion of the project activities, it was concluded that the utilization of TV tapes, slide tape presentations, and programmed instructional material is an effective and efficient method for improving leadership and administrative skills for local vocational directors. (The appendixes include the three learning modules on professional negotiations in vocational education, vocational administrators' liability, and a systems approach for a safety and health program.) (ELG).

ED 174 780 CE 022 182

Wacholz, Marlin

Agricultural Energy Curriculum Development Project. Research and Development Project in Career Education, Vocational. Final Project.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Production, *Curriculum Development, *Energy Conservation, *Fertilizers, *Field Crops, Adult Farmer Education, Curriculum Guides, Instructional Materials, Planning, Research Reports

Identifiers—Farm Business Management

A project was conducted to develop energy instructional units which would fit into each year of a three-year farm business management curriculum. Four curriculum units which focus on fertilizer management in crop production were developed. The first unit was designed to develop farmers' awareness of energy as a vital resource to their businesses and the establishment of farm and family goals. The second unit was designed to describe the amount of energy needed to produce fertilizer for the farming operation. The third and fourth units were designed to describe energy consumption and returns from the various cropping programs and methods of planning a cropping program which encourages energy conservation. (A copy of the four units are contained in the appendices. Each unit contains student objectives, and suggested teaching strategies.) (JH).

ED 174 781 CE 022 190

Gordon, Ruth, Comp And Others

Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—228p

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Career Education, *Curriculum Development, *Demonstration Programs, * *Research Projects, *Vocational Education, Abstracts, Adult Education, American Indians, Bilingual Education, Contracts, Educational Research, Elementary Secondary Education, Federal Aid, Grants, Postsecondary Education, Professional Training, Program Descriptions

Identifiers—Coordinating Committee on Research in Voc Ed

Resumes of 321 ongoing projects in career education, vocational education, and education and work are provided. (These contract and grant awards are administered by the U.S. Office of Education's Division of Research and Demonstration and Office of Career Education, the National Institute of Education, and the Fund for the Improvement of Postsecondary Education.) The publication is organized into three sections. Section I contains descriptions of the four agencies, names of key personnel, and a list of project officers and their telephone numbers. Section II contains the project resumes and two appendices listing the institutions and teacher educators participating in two personnel development programs (Vocational Education Graduate Leadership Development Programs and Vocational Education Teacher Certification Fellowship Program). Project resumes are grouped by administering agency. Projects administered by the Division of Research and Demonstration are subdivided as follows: Programs of National Significance (Projects of National Significance, Personnel Development, the National Center for Research in Vocational Education, and Curriculum Coordination Centers), Bilingual Vocational Education, and Contract Program for Indian Tribes and Indian Organizations. Each resume includes bibliographic information and an abstract focusing on project objectives and procedures. Section III provides six indices: subject, project director, organization, responsible agency, geographic location (state and U.S. Congressional District), and contract/grant number. Directions for using the report and a sample resume are provided in the introduction. (Author/JH).

ED 174 785 CE 022 263

Smith, Terry R.

On-Site Evaluation of Occupational Education Programs in Illinois. Executive Summary.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Program Evaluation, *Program Improvement, *State Programs, *Vocational Education, Career Guidance, Community Resources, Evaluation Methods, High Schools, Planning, Program Administration, Program Effectiveness, School Surveys, Secondary Education, Student Participation, Teacher Evaluation

Identifiers—Illinois

The purpose of this study was to evaluate the on-site evaluation phase of the three-phase system for statewide evaluation of occupa-

tional education programs in Illinois. The specific problem was to explore the nature of selected changes in the occupational education programs of comprehensive secondary schools over five years and the extent to which these changes may be related to the on-site evaluation process. Data were collected on the fifteen comprehensive secondary school districts in the sample through two questionnaires administered to selected local education agency (LEA) personnel and the on-site evaluation. Among the findings were that (1) both LEA personnel and on-site evaluation team members agreed that there had been improvement in all occupational education program components and that the on-site evaluation had contributed to that improvement; (2) both LEA personnel and team members reported that the on-site evaluations were a beneficial and worthwhile investment of resources, and (3) LEA personnel and on-site team members agreed as to the relative improvement in each of the program components. (LRA).

ED 174 786 CE 022 274

Health Occupations Education. Health Services Careers.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date—79

Available from—State Department of Vocational & Technical Education, Curriculum and Instructional Materials Center, 1515 W. 6th Ave. Stillwater, Oklahoma 74074 ($17.00, Teacher; $10.00, Student)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF06 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Anatomy, *First Aid, *Job Skills, *Occupational Information, *Physiology, Answer Keys, Behavioral Objectives, Cardiovascular System, Health Personnel, Health Services, Microbiology, Nutrition, Patients, Public Health, Success, Teaching Guides, Tests, Worksheets

Identifiers—Digestive System, Endocrine System, Genitourinary System, Health Occupations Students of America, Respiration, Skeletal System

Twenty-four units on health service careers are presented in this teacher's guide. The units are organized into four sections as follow: Section A—Orientation (health careers, career success, Health Occupations Students of America); Section B—Health and First Aid (personal health, community health, and first aid); Section C—Body Structure and Function and Applied Skills (microbiology, basic concepts of physical sciences, endocrine system, genitourinary system, respiratory system, musculoskeletal system, nervous system, digestive system, and circulatory system); and Section D—Basic Health Assistant Skills (nutrition, patient cleanliness, patient environment and bedmaking, body mechanics and positions, vital signs, medical asepsis, surgical asepsis, isolation technique, and observation and recording). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer keys are provided); and objective tests with answer keys. (JH).

ED 174 787 CE 022 287

O'Reilly, Patrick A. Asche, F. Marion

Follow-up Procedures: A National Review.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Literature Reviews, *Methods, *Synthesis, *Vocational Education, *Vocational Followup, Data Collection, Information Utilization, Program Design, Sampling, State of the Art Reviews, Success

The purposes of this project were to identify, review, and analyze student and employer follow-up efforts and to synthesize findings into a review of and synthesis document (reported here) and a vocational follow-up training manual (CE 022 288). The central focus of the project was on methodology rather than findings. The review was restricted to follow-up efforts conducted after 1970. Over 600 articles and reports were identified through a traditional computerized search of the ERIC system. Additionally, over 200 documents relating to follow-up were obtained by contacting individuals throughout the United States, territories, and Canada. Approximately 300 documents were deemed important enough to warrant a detailed review. The majority of these documents were reports of the findings of a follow-up effort. The remaining documents were of three general types: manuals describing follow-up systems; methodological studies; and articles about follow-up. After the review, selected practices and procedures were summarized, including sampling techniques, non-respondent procedures, systems design and utilization of findings, methods to improve return rates, non-respondent surveys, comparative approaches, and other unique methods. Based on this review of follow-up efforts, several issues and concerns were presented relating to methodology, quality of data, documentation, reporting format, and findings. (BM.

ED 174 788 CE 022 288

Follow-up Procedures: A Training Guide.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Methods, *Program Design, *Program Development, *Vocational Education, *Vocational Followup, Administrator Guides, Guidelines, Program Administration, Program Evaluation

Based on a national review of student and employer follow-up efforts, this training guide describes the options that are available at each step in the process of designing, developing, and implementing follow-up systems and the advantages and disadvantages in each case. The guide is divided into five major sections. The first section discusses the purpose for this guide and the rationale for conducting follow-up efforts. Section 1 also defines important terms. Section 2 presents the basic consideration in planning the follow-up. Section 3 presents the guidelines for developing the system parameters. Section 4 explains how to design the system in the following stages: define the population; specify data requirements; specify study type (design and methods); and develop instrumentation. Finally, section 5 presents information on operating, documenting, and evaluating the system. (BM).

ED 174 789 CE 022 290

Houser, Betsy Bosak And Others

Fostering Sex Fairness in Vocational Education. Final Report.

Steiger, Fink, and Kosecoff, Inc. McLean, Va

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California Community Colleges, Sacramento. Office of the Chancellor. California State Dept. of Education, Sacramento. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Information Networks, *Program Evaluation, *Sex Fairness, *Statewide Planning, *Vocational Education, Evaluation Methods, Federal Legislation, Grievance Procedures, Models, Postsecondary Education, Research Reports, Secondary Education, Sex Discrimination, Sex Stereotypes

Identifiers—California, Public Law 94 482

This report summarizes the activities undertaken to aid the California State Department of Education, Vocational Education Unit, and the California Community Colleges Chancellor's Office in their efforts to eliminate sex bias, stereotyping, and discrimination from vocational education programs throughout the state. Activities described include the following: the establishment of a statewide network for information on sex equity issues; the provision of information, counseling, and general assistance to local personnel, parents, students, and the community at large on issues relevant to sex equity

and on redress of sex equity grievances; the review of the California Five-Year State Plan to identify the extent to which it reflects the letter and spirit of the law mandating it; the completion of an evaluation of activities and services provided by the state for the purpose of fostering sex equity in vocational education; and the development of an evaluation model to examine the extent to which sex equity has been fostered by the end of the current Five-Year Plan. Findings and recommendations are presented in the report. (JH).

ED 174 790 CE 022 294

Dull, Lloyd, W. Comp
Leadership Practices for Directors of Vocational Education.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Administrator Responsibility, *Leadership Training, *Vocational Directors, *Vocational Education, Administrator Guides, Budgeting, Business Administration, Community Involvement, Community Relations, Curriculum Development, Educational Facilities, Educational Facilities Design, Educational Finance, Educational Resources, Instructional Materials, Media Selection, Purchasing, School Maintenance, Services, Staff Development, Student Personnel Services, Teacher Supervision
Identifiers—Ohio

This volume on leadership practices is designed to serve as a professional handbook for directors of vocational education. Ten major areas of educational responsibility are discussed: (1) selection and improvement of staff (e. g. job descriptions, tenure, and evaluation of teacher effectiveness); (2) curriculum development (e. g. advisory committees, curriculum research, and development of lesson plans); (3) supervision of instruction (e. g. individual conferences with teachers, classroom visitation, and use of consultants); (4) student personnel relations (e. g. pupil census, discipline, and job placement); (5) selection and use of instructional resources (e. g. evaluation of printed materials and selection of instructional equipment); (6) development and maintenance of school plant (e. g. desirable facility characteristics, renovations, and financing); (7) appraising the school program (e. g. use of the school survey, advisory committees, and outside consultants), (8) community relations and participation (e. g. relations with students, parents, and community agencies); (9) financing, budgeting, purchasing, and business management; and (10) relations with special services (e. g. adult education, cafeteria, and transportation). Other chapters deal with the nature and function of leadership communication skills, and office and time management. (JH).

ED 174 793 CE 022 298

Leadership Development. Topic Analysis for Vocational Teacher Education.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education
Pub Date—78
Available from—Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Administration, *Educational Philosophy, *Teacher Education, *Vocational Education, Behavioral Objectives, Core Curriculum, Course Content, Course Descriptions, Educational History, Higher Education, Job Skills, Leadership, Performance Criteria, Program Evaluation, School Role, Standards

Eight papers on leadership which were presented at a teacher leadership conference on the development of common core curriculum for vocational education teachers are contained in this booklet. The title and authors are as follow: "The History and Philosophy of Vocational Education," by Lillian King; "Standard Characteristics of Vocational Education," by Don Bright; "Principles of Courses of Study Construction," by Carl Gorman and William Sutton; "Administration of Vocational Education," by Charles Nichols; "Supervision of Vocational Education," by Earl Matthews and Paul Muntz; Evaluation of Vocational Education," by W. E. Asche; "The Role of Vocational Teacher Education in the Future," by Darrell Parks; and "Occupational Competency for Quality Vocational Education," by Lem Tunkel. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. (JH).

ED 174 794 CE 022 299

Distributive Education and Occupational Work Adjustment. Topic Analysis for Vocational Teacher Education.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education
Pub Date—78
Available from—Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Cooperative Programs, *Coordination, *Disadvantaged Youth, *Distributive Education, *Methods Courses, *Teacher Education Curriculum, *Vocational Adjustment, Behavioral Objectives, Core Curriculum, Course Content, Course Descriptions, Curriculum Development, Formative Evaluation, Higher Education, Preservice Teacher Education, Summative Evaluation, Teaching Methods, Vocational Education

Six papers on distributive education and occupational work adjustment (OWA) which were presented at a teacher education leadership conference on the development of common core curriculum for vocational education teachers are contained in this booklet. The title and authors are as follow: "Methods of Teaching Distributive Education," by John Mattingly; "Curriculum Development for Distributive Education," by Kenneth Green; "Coordination Techniques in Distributive Education," by John Mattingly and Kenneth Green; "Occupational Work Adjustment Coordination and Program Management," by James Pinchak; "Methods and Techniques in Teaching Disadvantaged Youth," by Paul Pulsinelli; and "Curriculum Development for Occupational Work Adjustment Programs," by James Casey. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. Appended materials include some of the following: an evaluation form for methods classes, professional competencies for OWA, and excerpts from the Ohio State Plan for Administration of Vocational Education, Revised 1977. (JH).

ED 174 795 CE 022 300

Trade and Industrial Education. Topic Analysis for Vocational Teacher Education.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education
Pub Date—79
Available from—Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Methods Courses, *School Business Relationship, *Teacher Education Curriculum, *Trade and Industrial Education, *Workshops, Cooperative Programs, Coordination, Core Curriculum, Course Content, Course Descriptions, Followup Studies, Higher Education, Vocational Education

Three papers on Trade and Industrial Education which were presented at a teacher education leadership conference on the development of common core curriculum for vocational teacher education are contained in this booklet. The title and authors are as follow: "The Followup Workshop," by D. L. Karr; "A Course in Teaching Methods and Techniques," by David Hufford; and "Educational-Industrial Coordination: A Dual Approach," by Don Scott. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. (JH).

ED 174 796 CE 022 306

Energy Conservation in Construction Trades. Special Packages: Instructional Resources for Vocational Education.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—300-78-0032
Note—237p
Pub Type—Reference Materials—Bibliographies (131). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Construction Industry, *Energy Conservation, *Instructional Materials, *Resource Materials, *Solar Radiation, *Vocational Education, Bibliographies, Educational Resources, Occupational Information, Postsecondary Education, Secondary Education, Teaching Guides

Designed for secondary and postsecondary vocational teachers and administrators, this resource package on energy conservation in construction trades contains three sections of information. Section I provides an instructional module (developed by the Wisconsin Vocational Studies Center) on solar energy; the module is organized into seven units: using solar energy, locating the sun, solar energy systems, collection, storage, distribution, and representative solar energy systems for heating homes. Each unit generally includes objectives, information sheets, a student assignment sheet, and a unit test with answer key. Section II provides a list of instructional resource materials and organizations and agencies related to solar energy. Section III provides bibliographies related to employment impact on solar energy, marketing potential on the growth of solar energy, and solar energy system design. (JH).

ED 174 797 CE 022 307

Entrepreneurship. Special Packages: Instructional Resources for Vocational Education.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—300-78-0032
Note—230p
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Resource Materials, *Vocational Education, Abstracts, Bibliographies, Educational Resources, Filmographies, Postsecondary Education, Secondary Education
Identifiers—Entrepreneurship, Small Business Management

This resource materials package on entrepreneurship is designed for use by secondary and postsecondary vocational educators in the development or organization of a program in small business management. Section I contains a bibliography of printed materials concerned with entrepreneurship. Information is organized into four parts: getting ready to become an entrepreneur; becoming an entrepreneur; being an entrepreneur; and additional sources. Section II contains the bibliography portion of a three-volume publication entitled "Minding Your Own Business" and is ogranized into three parts: the environment of small business, managing a small business, and curricula. Section III provides a listing of publications on entrepreneurship which have been selected from a search conducted by the Educational Resources Information Center. Finally, Section IV contains abstracts of new and continuing projects concerning entrepreneurship administered by the Division of Research and Demonstration (U. S. Office of Education/Bureau of Occupational and Adult Education) in Fiscal Years 1976 and 1977. (JH).

ED 174 798 CE 022 336

Guide for Implementation of Consumers' Education in Rural, Suburban and Urban Settings.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Office of Consumers' Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Education, *Consumer Education, *Teaching Methods, * Consumer Protection, Credit Finance, Financial Services, Integrated Curriculum, Money Management, Purchasing, Rural Environment, Secondary Education, Suburban Environment, Teaching Guides, Urban Environment

A competency based guide designed to assist teachers in integrating consumer education into classroom instruction at the secondary level is provided. The content is organized into three sections: (1) teaching strategies, (2) consumer education tests, and (3) bibliography of general resources for teachers. The teaching strategies section, which is the major portion, consists of competency activity sheets, descriptions and examples of selected activities, and an annotated bibliography of resources for each of five competency areas: money management, financial institutions, credit, purchasing goods and services, and consumer protection. The second section consists of three consumer education tests: a consumer profile survey used to determine students' attitudes toward consumer education and to develop a profile of students' consumer behavior, and two pre- and posttest instruments designed to measure consumer knowledge. The third section contains a bibliography of teacher resources providing such information as price, source, brief description of content, and intended audience. (JH).

ED 174 800 CE 022 347

Hillison, John Finch, Curtis
Competency-Based Vocational Education: Implications for Vocational Teacher Educators.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Virginia State Dept. of Education, Richmond
Pub Date—79
Pub Type—Collected Works—Proceedings (021). Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Competency Based Education, *Program Design, *Program Development, *Teacher Education, *Vocational Education, Conference Reports, Delivery Systems, Minimum Competency Testing, Nontraditional Education, Program Descriptions, School Districts, Speeches, State Programs, Teacher Educators
Identifiers—Virginia

This report presents four presentations made at a workshop which was held in Richmond, Virginia, to assist teacher educators to better prepare vocational teachers for competency-based instruction. The first presentation, "The Promise of Competency-Based Vocational Education," summarizes the contemporary curricular movement toward competency-based vocational education (CBVE). In addition, it describes CBVE as focusing on five key areas: (1) the nature of competencies, (2) criteria used to assess competencies, (3) ways that student competence is assessed, (4) student progress through the program, and (5) the program's instructional intent. The second presentation, "Preparing Vocational Teachers to Cope with Competency-Based Instruction," focuses on teacher education's role in training teachers to cope with CBVE. The third presentation, "Implementing CBVE at the Local Level," describes a local school district's efforts to implement CBVE in Minnesota. The final presentation, "CBVE in Virginia," describes the CBVE implementation strategy being used in Virginia. It describes the roles of teacher education institutes, local school divisions, and vocational service areas. Virginia standards for competency-based education programs are listed. (A suggested framework for a CBVE course is appended.) (LRA).

ED 174 801 CE 022 348

Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
Education Commission of the States, Denver, Colo
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ECS-R-09-CN-01
Pub Date—79

Contract—OEC-0-74-0506
Note—78p
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Adolescents, *Consumer Economics, *Educational Assessment, *National Surveys, *Skills, *Surveys, Banking, Budgeting, Consumer Protection, Credit Finance, Demography, Economics, Energy Conservation, Insurance, Investment, Money Management, Research Reports, Student Attitudes, Tables Data, Taxes
Identifiers—Seventeen Year Olds

This document reports some of the findings of a national assessment of seventeen-year-olds on consumer knowledge, skills, and attitudes. An introduction describes the development of the survey, the probability sample, the administration of the assessment, and the format for reporting the results. Chapter 1 of five chapters summarizes the responses on the topic of 'the informed citizen'. (This topic involved questions about the national economic system, various protective and regulatory organizations and agencies, and the energy problem.) Chapter 2 summarizes the responses on the topic of 'the consumer as earner and investor'. (This topic involved questions about credit, banking, budgeting, insurance, investments, and taxes.) Chapter 3 summarizes the responses on the topic of 'the consumer as purchaser'. (This topic involved questions about advertising, decision making, shopping, contracts, and purchasing services and goods.) The data in chapters 1-3 are estimates of the percentages of individuals in the total sample group who could answer specific exercises correctly. Chapter 4 presents performance results for selected groups of students. These selected groups are defined by age, region of country, sex, race, size of community, level of parental education, grade level in school, modal grade by region, and modal grade by sex.) Finally, chapter 5 contains a summary of the views of six experts about the implications of the results of the consumer skills assessment. Some remarks by these individuals are dispersed throughout the report as they pertain to particular exercises. (BM).

ED 174 803 CE 022 356

McClure, Larry, Ed
Inside Experience-Based Career Education. Personal Reactions to Non-Traditional Learning.
Northwest Regional Educational Lab. Portland, Oreg
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NE-C-00-4-0010
Note—65p
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—General (020)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Education, *Career Exploration, *Community Support, *Experiential Learning, *Program Descriptions, *Program Development, * Administrator Attitudes, Career Choice, Community Cooperation, Employer Attitudes, Essays, Field Experience Programs, Job Satisfaction, Opinions, Parent Attitudes, Parent Role, Program Evaluation, Secondary Education, Student Experience, Teacher Attitudes
Identifiers—Experience Based Career Education

Based on the personal experiences of individuals familiar with the day-to-day operation of experience-based career education (EBCE) in several states, the essays in this monograph are presented under three headings: (1) deciding to offer an option, (2) gathering community support, and (3) building an institutional framework. Part 1 includes articles by a school superintendent dealing with EBCE as a part of the educational mainstream, a school board member who describes EBCE as a part of general education, and an assistant school superintendent who discusses EBCE as a next step for schools to take in making education a comprehensive experience. Part 2 presents articles written by a labor leader who sees EBCE as a way to help young people understand the contributions of labor, a business manager who believes EBCE will pay off in terms of contributions to industry and society through better prepared and more satisfied job-holders, and a mother who discusses the impact of EBCE on her child. The third section includes articles written by a county career education coordinator who discusses blending EBCE into the school district program; a high school principal who discusses contributions of EBCE to the students, faculty, parents, and community; an EBCE staff member who discusses converting traditional teachers to EBCE; and an EBCE learning coordinator who describes daily tasks of an EBCE coordinator. (LRA).

ED 174 806 CE 022 369

Kosmo, Susan J. And Others
Orientation to the Job Placement Process. Instructor's Training Guide. (Final Report, July 1, 197[illegible]-September 30, 1978).
Wisconsin Univ. Madison. Wisconsin Vocational Studies Center
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Pub Date—78
Contract—20-003-153-138
Note—319p. ; Some sections of this document will not reproduce well due to being printed on dark-colored paper
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Inservice Teacher Education, *Job Placement, *Preservice Teacher Education, *Program Development, *Vocational Education Teachers, Advisory Committees, Job Development, Minority Groups, Orientation, Resource Centers, Resource Materials, Staff Utilization, Student Participation, Teaching Guides

This instructor's guide is divided into two major sections. The first section contains materials for pre-service preparation of placement personnel and is divided into an introduction and five instructional units. The introduction presents an overview of the materials. The five instructional units contain lesson plans on the following topics: (1) Orientation to Job Placement, which covers background material on career development, history of placement services, and model selection for school-based placement programs; (2) The Job Placement Process, which covers such activities as locating placement opportunities and countering employer objections; (3) The Placement Program, which covers such activities as setting up advisory committees and staffing the placement program; (4) Resource Materials, which covers the process of identifying/selecting resource materials and setting up the placement resource center; and (5) Meeting the Placement Needs of Special Target Groups, which includes the disadvantaged, women, and the handicapped. In section 2 of this guide, suggestions are offered for developing inservice training programs on the topic of job placement. It presents five in-service modules which correspond to the five pre-service units in section 1. A discussion on role processing as a training technique is appended. (BM).

ED 174 808 CE 022 376

Bottoms, Gene And Others
Challenges in Leadership in Vocational Education. National EPD Leadership Development Seminar Proceedings (Atlantic City, New Jersey, December 2, 1977). Final Report.
Pub Date—77
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—Proceedings (021)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Delivery Systems, *Graduate Study, *Leadership, *Trend Analysis, *Vocational Education, Articulation Speech, Bilingual Education, Competency Based Teacher Education, Conference Reports, Cooperative Education, Correctional Education, Guidance, Leadership Responsibility, Multicultural Education, Opinions, Program Effectiveness, Program Evaluation, Sex Discrimination, Speeches, Youth Employment, Youth Programs
Identifiers—Education Professional Development Act

Current delivery systems for vocational education and their implications for the future is the topic of presentations included in this report of an EPDA (Educational Professions Development Act) leadership development seminar. Major contents are an evaluation summary, texts of the three major speeches, and outlines of afternoon interaction sessions designed for maximum involvement of EPDA awardees attending. Major speeches are "Present and Future Challenges in Leadership in Vocational Education," by Gene Bottoms; "Youth

Employment Act," by Robert Taggart; and "What to Look for in a Good Graduate School," by Henry Brickell. Topics of the interactive sessions outlined include (1) eradication of sex bias and stereotyping in vocational education programs; (2) legislative impact on guidance and counseling; (3) sociological influences on vocational education; (4) emerging evaluation systems; (5) vocational education delivery systems of the future; (6) cooperative education: the emerging bridge between education and work; and (7) political influences on vocational education and the practitioner's response to them. (LRA).

ED 174 809 CE 022 377

Wiant, Allen A.

Transferable Skills: The Employers' Viewpoint. Information Series No. 126.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0078

Note—39p

Pub Type—Reports—Research/Technical (143). Collected Works—Proceedings (021)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employer Attitudes, *Job Skills, *Occupational Mobility, *Transfer of Training, Conference Reports, Educational Responsibility, Employment Potential, Employment Practices, Interpersonal Competence, Promotion Occupational, Relocation, Research Reports, School Business Relationship, School Role, Skill Development, Transfer Policy, Vocational Adjustment, Vocational Education, Work Attitudes

A series of nine conferences were held to determine how representatives of local businesses and industries across the U.S. view the kinds of skills that are occupationally transferable, and to identify the types of skills important in their firms' work settings in qualifying for job transfers and progressions. Conference participants were persons from a variety of business and industry contexts who had experience in personnel administration and a good understanding of their firms' personnel policies and policy rationale. Each conference centered around four topics: (1) personal occupational experiences and skills, (2) patterns of occupational mobility, (3) assessment of transferable skills, and (4) usefulness of the transferable skills concept. Results of the conferences indicated that communicating, working with others, problem solving, analyzing/assessing, planning/layout, organizing, managing others, decision making, and positive work attitudes were mentioned most frequently as transferable skills. It was also found that possession of transferable skills is more essential for job openings with long term potential as opposed to immediate job openings. While opinions differed concerning vocational education's role, it was suggested that skills that assist employees to be independent should be emphasized by schools. (A discussion and conclusion section concludes the report.) (LRA).

ED 174 810 CE 022 378

Hartman, Elizabeth A. And Others

Vocational Education Sex Equity Coordinators' Survey Results.

National Advisory Council on Vocational Education, Washington, D.C. National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Coordinators, *Personnel Selection, *Sex Fairness, *Staff Role, *Vocational Education, Affirmative Action, Federal Regulation, Research Reports, Sex Discrimination, State Surveys, Surveys

Identifiers—Sex Equity Coordinators, Title IX Education Amendments 1972, Vocational Education Amendments 1979

In 1978, the Joint Task Force on Sex Equity established by the National Advisory Council on Vocational Education and the National Advisory Council on Women's Educational Programs surveyed all State Directors of Vocational Education to determine whether the Sex Equity Coordinators were being appointed and were functioning as specified by the law. The Joint Task Force proposed to use the survey information to assist the states in complying with the new sex equity requirements. Of the 51 questionnaires sent to the states and the District of Columbia, 50 were returned. The survey requested information about the Sex Equity Coordinators' functions, backgrounds, positions in administrative structures of the state departments of education, and operating budgets. The findings indicated that most states had adequately complied with the law in establishing and funding the position of Sex Equity Coordinator. The Coordinators' access to high level administrators varied, but 66% had high or moderate access. The Coordinators' qualifications and their job descriptions generally appear to be congruent with the functions listed in Section 104.75 of the regulations. However, areas relative to Title IX appear not to have been accorded similar emphasis in the various job descriptions. (BM).

ED 174 811 CE 022 379

A Study of the Administration, Operation, and Program Services of Vocational-Technical Education. Full Report.

National Advisory Council on Vocational Education, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Administrative Problems, *Cooperative Programs, *Coordination, *Program Administration, *Program Improvement, *Vocational Education, Federal Programs, Federal State Relationship, Program Development, Research Reports

Identifiers—United States Bureau Occupational Adult Education

The National Advisory Council on Vocational Education conducted a two-year study to identify and categorize the problems of the United States Bureau of Occupational and Adult Education which interfered with the administration and operation of programmatic services for vocational education. After the first year of the study, an interim report (CE 022 380) was prepared and distributed highlighting several problems in such areas as the Bureau's structure, staffing, Operational Planning System, and external factors. During the second phase, nine substudies were conducted to verify whether the problems identified in the Interim Report could be generalized to the Bureau as a whole. They were also designed to determine the effects of these and other problems on programmatic services to state personnel. After the problems had been examined, recommendations to bring about effective management and delivery of vocational education programs and services were made to the Office of Education. (BM).

ED 174 812 CE 022 381

A Study of the Administration, Operation, and Program Services of Vocational-Technical Education. Executive Summary.

National Advisory Council on Vocational Education, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Administrative Problems, *Cooperative Programs, *Coordination, *Program Administration, *Program Improvement, *Vocational Education, Federal Programs, Federal State Relationship, Program Development, Research Reports

Identifiers—Bureau of Occupational Adult Education

A two-year study was conducted which concentrated on the problems adversely affecting the administration and operation of vocational education program activities conducted by the United States Bureau of Occupational and Adult Education. Data were obtained primarily through structured personal interview schedules with free options to explore responses and structured questionnaires with open-ended items. All Bureau program specialists and supervisors were invited to participate. In states chosen by stratified random sample, two surveys were conducted with state directors and supervisors of vocational education. As a result of the study, substantial problems affecting the administration and operation of the Bureau were found. Findings and conclusions were placed in nine categories: national commitment; mission statement; structure; staffing; operational planning

system; internal and external communication and cooperation; technical assistance; personnel development; and functional activities. It was concluded that the administration of programs and services to the states would be improved by (1) obtaining a national commitment to vocational education; (2) developing, through a master plan, the structure, staffing pattern, and staff development needed to support that plan; and (3) establishing and maintaining a strong federal-state-local working relationship based on technical assistance and a responsive two-way communications network. (BM).

ED 174 813 CE 022 383

Compilation of Selected Federal Legislation Relating to Employment and Training. Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S. Washington, D.C. House Committee on Education and Labor

Pub Date—79

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Employment, *Federal Legislation, *Job Training, Adult Education, Apprenticeships, Disabilities, Economic Opportunities, Employment Programs, Legislation, Older Adults, Postsecondary Education, Secondary Education, Unemployment Insurance, Vocational Education, Work Study Programs, Youth Employment

Identifiers—Comprehensive Employment and Training Act, Economic Opportunity Act 1964, Vocational Education Act 1963, Work Incentive Program

A compilation of fourteen federal laws relating to employment and training is provided. The laws are as follow: Comprehensive Employment and Training Act of 1973, as amended; Full Employment and Balanced Growth Act of 1978 (Humphrey-Hawkins Act); National Apprenticeship Act; Reimbursement for unemployment benefits paid on basis of public service employment, Title II, Part B, Emergency Jobs and Unemployment Assistance Act of 1974; Wagner-Peyser Act; Work Incentive Program, Title IV, Social Security Act; Win Tax Credits, Targeted Job Tax Credit; Youth Conservation Corps Act of 1970; Employment Opportunities for Handicapped Individuals Act; Excerpts from the Economic Opportunity Act of 1964; Older Americans Community Service Employment Act; Youth Employment, Title III, Part F, Elementary and Secondary Act of 1965; Work study programs, Title IV, Part C, Higher Education Act of 1965, and the Vocational Education Act of 1963. (JH).

ED 174 815 CE 022 395

Brant, Lynn

Attitudinal Barriers to Responsive Vocational Education for Handicapped Students. Information Analysis Paper No. 161.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—300-78-0032

Note—46p

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Access to Education, *Attitudes, *Handicapped Students, *Intervention, *Programing Problems, *Vocational Education, Administrator Attitudes, Counselor Attitudes, Employer Attitudes, Mainstreaming, Parent Attitudes, Social Relations, State of the Art Reviews, Teacher Attitudes, Trend Analysis

Identifiers—Information Analysis

A study was conducted to review and synthesize the research literature dealing with attitudes toward handicapped persons in educational settings. The aim was to identify the conditions existing in vocational education which lessen receptivity on the part of teachers, counselors, and local administrators toward handicapped students entering programs. It was found that negative attitudes contain cognitive and affective dimensions which may be manifested differently. It was also found that the most effective intervention strategies which may be aimed at those attitude dimensions are information approaches and social contact approaches, respectively. Further, it is probably the affective dimensions of negative attitudes toward the handicapped that are most fundamental, and the design of social contact interventions appears to have much potential for attitudinal change. (Author/JH).

ED 174 816 CE 022 403

Clancy, Walter B.

Pre-Vocational Educational Needs of Disadvantaged and Delinquent Youth. Final Evaluation Report.

Loyola Univ. New Orleans, La. Inst. of Human Relations

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Counseling, *Delinquency, *Disadvantaged Youth, *Educational Needs, * *Intervention, *Prevocational Education, *Program Effectiveness, Blacks, Employment, Placement, Remedial Instruction, Research Reports, Self Concept

Identifiers—Louisiana

A study was conducted to investigate the vocational education needs of disadvantaged and delinquent youth who have left school and come into negative contact with the criminal justice system. Specifically the objectives were (1) to identify the capacities and realistic vocational ambitions of the study population; (2) to assist these juveniles in reaching their occupational goals; and (3) to assist the juvenile justice system by making available to them a diversion program that can serve as a referral for the first and/or non-violent offender. Twenty-seven juveniles were initially selected to participate and were administered the California Achievement Test to establish base-line data. Twenty-three of the participants (all Black) actually completed the pre-test and entered the educational program. The educational intervention program met eight hours a day, Monday through Friday, during the summer. The curriculum included remedial academic instruction and individual and group counseling. Of the original twenty-three participants (two other groups were later added to the program), two were terminated for disruptive behavior, five resigned from the program, and three completed the program but remained unemployed. Of the remaining thirteen participants, three were aided in finding employment, six returned to school, and four successfully completed their GED examination and received an equivalent high school diploma. Forty-eight percent of the original twenty-seven participants reached what was originally defined as a successful conclusion to the program: employment and/or continuation or completion of high school. (BM).

ED 174 817 CE 022 413

Sarapin, Marvin I.

Implications of Developmental Tasks and Instructional Content in Curriculum Development.

Purdue Univ. Lafayette, Ind. School of Technology

Pub Date—79

Pub Type—Speeches, Conferences Papers (150). Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Curriculum, *Curriculum Development, *Developmental Stages, *Human Development, *Industrial Education, Elementary Education, Program Content, Program Descriptions, Secondary Education

Identifiers—Maryland

Over the past several decades, there has been considerable concern for improving industrial arts education. The process of program and curriculum improvement involves not only the improvement of instructional content, but also the improved utilization of available information concerning the growth conditions of the learners a program is intended to serve. The concept of developmental tasks can provide the curriculum developer and educational practioner a useful tool to help identify what students are internally attempting to accomplish at their specific stage of development. A number of states have adopted new guidelines for industrial arts curriculum revision and improvement. The "Maryland Industrial Arts State Guide"identified four stages of development associated with the majority of the state's industrial arts programs. During the 1977-78 school year and summer, several local education agencies in Maryland conducted county-wide curriculum development workshops for industrial arts teachers to apply the foundation presented in the Maryland 'Guide'. Using a five-step process, the teachers were able to develop and revise instructional programs according to the growth and development of the students.

(JH).

ED 174 819 CE 022 424

A Curriculum Guide for Production Orientated Photo-Offset.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Competency Based Education, *Graphic Arts, *Job Skills, *Printing, *Skilled Occupations, *Trade and Industrial Education, Behavioral Objectives, Curriculum Guides, Layout Publications, Learning Activities, Paper Material, Photocomposition, Postsecondary Education, Reprography, Secondary Education, Task Performance

This competency based curriculum guide is designed to give teachers an insight into the tasks necessary for students to be trained for employment in a photo-offset printing shop. The guide contains 127 task sheets grouped into eight areas: (1) job planning, layout, and design; (2) composition; (3) image assembly; (4) photo conversion; (5) stripping and platemaking; (6) offset presswork, (7) bindery and finishing; and (8) pre-employment and placement. Each task sheet states the task, performance objective, tools and materials needed, student action required, and performance checks to be used. It is noted that the identification of tasks was carried out through research and visitation of related high schools, area vocational centers, colleges, and the printing industry. (LRA).

ED 174 820 CE 022 425

Public Service Practicum Curriculum Guide.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF03/PC27 Plus Postage

Descriptors—*Cooperative Education, *Course Organization, *Instructional Programs. *Internship Programs, *Practicums, *Program Development, *Public Service Occupations, Administrator Guides, Course Descriptions, Course Objectives, Experiential Learning, Occupational Information, Resource Materials, Secondary Education, Teaching Guides

Identifiers—Illinois (Elk Grove)

This Public Service Practicum Curriculum Guide is intended to assist social science and occupational teachers in the areas of public service and related occupations to develop, implement, and operate an internship program. Designed for use in all schools in rural, suburban, or city settings, this guide is based on a program developed in Elk Grove (Illinois) high school district 214. The first of eight sections provides information as to the need for including public service internships in all high school curriculums. Suggestions for developing a public service internship program are included in section two. Section three contains a suggested occupational public service course sequence since the program is designed to be an instructional program with a community experience. Section four contains a brief description of 147 public service occupations, related jobs, recommended high school courses, formal education required, Illinois colleges offering postsecondary programs, outlook for employment, and references for additional information. Section five includes a discussion of instructional methods, teaching units, training plans of career performance objectives, methods of evaluating student competencies, and learning activities. Section six involves evaluation of the practicum and includes evaluation instruments. Section seven provides general information essential to the development and operation of the program. An annotated bibliography of resource materials for both students and teachers appears in the final section. (BM).

ED 174 821 CE 022 427

A Guide to Educational Equity in Vocational Programs.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—300-78-0024

Note—34p. ; Not available in hard copy due to small print

Available from—East Central Curriculum Management Center, Illinois Office of Education, 100 North First Street, E-426, Springfield, Illinois 62777 (Free while supply lasts)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Curriculum Evaluation, *Instructional Materials, *Sex Discrimination. *Sex Stereotypes, *Vocational Education, Counselors, Elementary Education, Employed Women, Enrollment, Guidelines, Guides, Secondary Education, Self Evaluation, Sex Fairness, Trend Analysis, Vocational Education Teachers

Designed for vocational teachers and administrators, this compilation of materials from various resources provides information, tips, and guidelines for evaluating instructional materials for sex bias and stereotypes, gives suggestions on using biased materials in a non-biased way, and presents guidelines for sex-equity in the classroom. Following an introduction, the first of nine additional sections lists guidelines for evaluating materials in language arts, social studies, mathematics, home economics/industrial arts, fine arts, sex education, natural and physical sciences, and picture books. Section three contains a list of twenty-six questions designed to assist in the development of non-biased curriculum material. The fourth section provides guidelines for using biased materials in a non-biased way. Section 5 presents a twenty-five item teacher self-evaluation questionnaire designed to increase awareness of stereotypes. The sixth section lists nine suggestions on what to do about sexism in elementary classrooms. Suggested guidelines for counselors to use in overcoming sex bias are given in section 7. Section 8 summarizes enrollments in vocational programs (by vocational area and by sex) in the United States, Delaware, Illinois, and West Virginia. The ninth section provides a list of fourteen myths about working women. The final section is an annotated list of sixty-sex equity references. (LRA).

ED 174 822 CE 022 428

Advertising Services. A Suggested Curriculum Guide. Marketing and Distributive Education.

Illinois State Univ. Normal. Dept. of Business Education

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC23 Plus Postage

Descriptors—*Distributive Education, *Job Skills, *Learning Activities, *Marketing, *Occupational Information, Administration, Behavioral Objectives, Communication Thought Transfer, Competency Based Education, Curriculum Guides, Human Relations, Information Sources, Merchandising, Program Development, Teaching Methods

Identifiers—Advertising Services

This publication is a curriculum guide designed to assist local educators in planning and implementing instructional programs for Office of Education Code 04.01, Advertising Services, a subcluster within the marketing and distribution cluster. The curricular guide is divided into two major sections. The first section contains information for the local educator concerning how to use the guide, sources of information about advertising careers, sources of instructional resources, and general teaching suggestions. In addition, a general description of careers in advertising services is provided along with career levels identified by advertising practitioners. The second section contains validated competencies, suggested alternative learning activities, and referenced learning resources, organized into eleven instructional areas: advertising, communications, display, human relations, marketing/economics, management, mathematics, merchandising operations, product and/or service technology, and selling. (These areas are compatible with the organization used by Distributive Education Clubs of America for the competency-based competitive events program for both secondary and postsecondary students.) (Author/JH).

ED 174 823 CE 022 429

Finance and Credit. Curriculum Guide. Marketing and Distributive Education.
Northern Illinois Univ. DeKalb. Dept. of Business Education and Administration Services
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—79
Contract—RD3-B9-105
Note—427p
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC18 Plus Postage
Descriptors—*Credit Finance, *Distributive Education, *Finance Occupations, *Marketing, Banking, Business Administration, Communication Thought Transfer, Curriculum Guides, Human Relations, Mathematics, Merchandising, Salesmanship, Secondary Education
Identifiers—Illinois

Designed to be used with the General Marketing Curriculum Guide (ED 156 860), this guide is intended to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing and to allow marketing and distributive education teacher-coordinators maximum flexibility. It contains job competency sheets in ten instructional areas: (1) advertising, (2) communications, (3) human relations, (4) market/economics, (5) management, (6) mathematics, (7) merchandising, (8) operations, (9) product and/or service technology, and (10) selling. Following sections containing information on careers in finance and credit and a bibliography of resources, competencies are identified and listed in order of importance based upon structured interviews with universal tellers, customer service representatives, and credit file operators. A sheet for each competency contains the learning objective, the job skill, a number of suggested learning activities, and references. (LRA).

ED 174 826 CE 022 441

Oversight Hearing on Vocational Education. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives. 96th Congress, 1st Session. Hearing Held in Washington, D.C. on March 1, 1979.
Congress of the U.S. Washington, D.C. House Committee on Education and Labor
Pub Date—79
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Federal Aid, *Federal Legislation, *Program Effectiveness, *State Programs, *Vocational Education, Accountability, Adult Education, Educational Needs, Hearings, Postsecondary Education, Program Development, Program Evaluation, School Districts, Secondary Education, State Federal Aid
Identifiers—Education Amendments 1976

The review of states' and local districts' progress in implementing the Education Amendments of 1976 regarding vocational education was the purpose of the Oversight Hearing on Vocational Education before the Subcommittee on Elementary, Secondary, and Vocational Education. Prepared statements and testimony were given by various persons, including the following: Gene Bottoms, executive director, American Vocational Association; James Galloway, assistant superintendent, Department of Adult, Vocational, and Technical Education, Illinois Office of Education, Springfield, Illinois; Robert Taylor, executive director, National Center for Research in Vocational Education, Ohio State University; and Robert Wood, superintendent, Boston Public Schools. (JH).

ED 174 828 CE 022 449

New Approaches to CETA Training: An Overview of the Title III National Program for Selected Population Segments. R & D Monograph 69.
Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research
Pub Date—79
Contract—DOL-20-25-77-20
Note—251p. ; Sections of the appendices will not reproduce well due to small, faint type
Pub Type—Reports—Research/Technical (143). Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Disadvantaged, *Employment Programs, *Job Training, *National Programs, Advisory Committees, Criminals, Demonstration Programs, Disabilities, Federal Legislation, Females, Followup Studies, Models, Older Adults, Participant Characteristics, Program Descriptions, Program Evaluation, Research Reports, Rural Population, Surveys, Youth Programs
Identifiers—Comprehensive Employment and Training Act, National Program Selected Population Segments

An overview of the National Program for Selected Population Segments (NPSPS), a group of eighty-two projects funded during fiscal year 1977 by the Comprehensive Employment and Training Act, Title III, is presented in this report. Chapter I provides an introduction to NPSPS. Chapter II reviews the administrative models used by the eighty-two projects and examines a common theme among them (affiliating with other service groups to maximize the impact of the project). The role of advisory councils is also examined. Chapter III provides a summary of project activities (programs for youth, older workers, handicapped workers, ex-offenders, women, rural workers, and other segments). Chapter IV contains the results of a survey designed to provide a perspective of NPSPS participants (325 Title III NPSPS participants and 170 Title I participants.) Finally, Chapter V presents and discusses the results of a follow-up study of the eighty-two projects after their funding year was over to learn what level of accomplishment the projects had achieved and whether they had been refunded through local monies for the following year. The appendices include an historical perspective of NPSPS programming, a summary of project types, project summaries, and information of projects focussing on women, handicapped, youth, ex-offenders, rural, older workers, and others. (JH).

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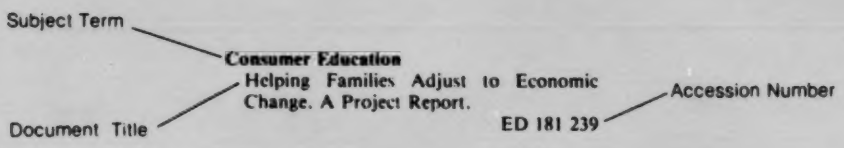

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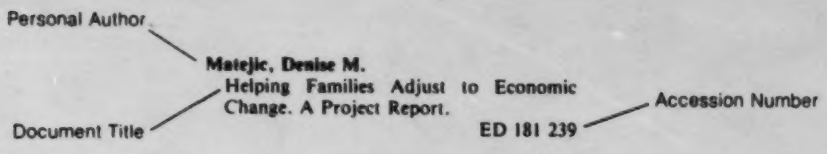

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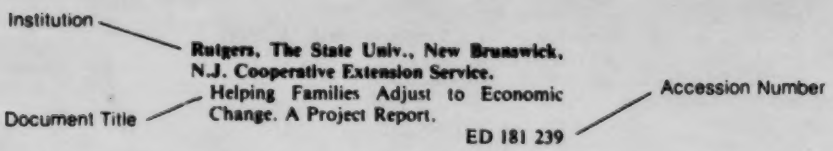
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Impact of Learning Styles on Air Force Technical Training: Relationships among Cognitive Style Factors and Perceptual Types. Interim Report for Period January 1977—January 1978.
ED 174 761

Impact of Learning Styles on Air Force Technical Training: Multiple and Linear Imagery in the Presentation of a Comparative Visual Location Task to Visual and Haptic Subjects. Interim Report for Period January 1977-January 1978.
ED 174 760

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies.

A Verification of Industrial Education Teacher Competencies by In-Service Vocational Industrial Education Teachers and Industrial Arts Teachers from the Central Region of Pennsylvania. Vocational-Technical Education Research Report. Vol. 17, No. 1.
ED 174 753

Philadelphia Community Coll. Pa.

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ED 173 656

Purdue Univ. Lafayette, Ind. School of Technology.

Implications of Developmental Tasks and Instructional Content in Curriculum Development.

ED 174 817

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Developmental Studies for Occupational Students: Post-Secondary Programs.
ED 173 635

Post-Secondary Developmental Studies Programs for Occupational Students: A Follow-up Study. Research Report.
ED 173 636

Steiger, Fink, and Kosecoff, Inc. McLean, Va.

Fostering Sex Fairness in Vocational Education. Final Report.
ED 174 789

Temple Univ. Philadelphia, Pa. Div. of Vocational Education.

Health Occupations Module. Communication in Health Occupations—II.
ED 173 665

Health Occupations Module. Communications in Health Careers—III. The Teletrainer.
ED 173 666

Health Occupations Module. Ethics II—The Health Care Team.
ED 173 670

Health Occupations Module. Ethics—I.
ED 173 669

Health Occupations Module. Health Careers—I. General.
ED 173 664

Health Occupations Module. The Integumentary System.
ED 173 668

Health Occupations Module. The Skeletal System—I.
ED 173 667

Health Occupations Module. The Skeletal System—II.
ED 173 671

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education.

Competency-Based Vocational Education: Implications for Vocational Teacher Educators.
ED 174 800

Follow-up Procedures: A National Review.
ED 174 787

Follow-up Procedures: A Training Guide.
ED 174 788

Guide for Implementation of Consumers' Education in Rural, Suburban and Urban Settings.
ED 174 798

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Water Treatment Technology—Chemistry/Bacteriology.
ED 173 644

Water Treatment Technology—Chlorination.
ED 173 645

Water Treatment Technology—Cross-Connections.
ED 173 647

Water Treatment Technology—Distribution Systems.
ED 173 649

Water Treatment Technology—Filtration.
ED 173 651

Water Treatment Technology—Flouridation.
ED 173 653

Water Treatment Technology—General Plant Operation.
ED 173 654

Water Treatment Technology—Hydraulics.
ED 173 646

Water Treatment Technology—Pumps.
ED 173 648

Water Treatment Technology—Springs.
ED 173 650

Water Treatment Technology—Taste, Odor & Color.
ED 173 655

Water Treatment Technology—Wells.
ED 173 652

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The Comprehensive Community Career and Vocational Guidance and Counseling Model.
ED 174 776

The Needs Assessment Report for the Formulation of State and Local Career and Vocational Guidance Plans.
ED 174 775

A Planning Model for the Formulation of State and Local Career and Vocational Guidance Plans.
ED 174 774

Water Treatment Technology—Chemistry/Bacteriology.
ED 173 644

Water Treatment Technology—Chlorination.
ED 173 645

Water Treatment Technology—Cross-Connections.
ED 173 647

Water Treatment Technology—Distribution Systems.
ED 173 649

Water Treatment Technology—Filtration.
ED 173 651

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Water Treatment Technology—General Plant Operation.
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Water Treatment Technology—Hydraulics.
ED 173 646

Water Treatment Technology—Pumps.
ED 173 648

Water Treatment Technology—Springs.
ED 173 650

Water Treatment Technology—Taste, Odor & Color.
ED 173 655

Water Treatment Technology—Wells.
ED 173 652

West Virginia State Dept. of Health, Charleston.

Water Treatment Technology—Chemistry/Bacteriology.
ED 173 644

Water Treatment Technology—Chlorination.
ED 173 645

Water Treatment Technology—Cross-Connections.
ED 173 647

Water Treatment Technology—Distribution Systems.
ED 173 649

Water Treatment Technology—Filtration.
ED 173 651

Water Treatment Technology—Flouridation.
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ED 173 646

Water Treatment Technology—Pumps.
ED 173 648

Water Treatment Technology—Springs.
ED 173 650

Water Treatment Technology—Taste, Odor & Color.
ED 173 655

Water Treatment Technology—Wells.
ED 173 652

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A National Study of Vocational Education Systems and Facilities.
ED 174 772

Western Michigan Univ. Kalamazoo. Center for Women's Services.

Eliminating Sex-Role Stereotyping in Vocational Education. Report on the Identification of Sex Biases in Vocational Education Instructional Materials and Resources.
ED 174 773

Wisconsin State Dept. of Public Instruction, Madison.

Career Education Implementation Guide. (One Part of Wisconsin's Inservice Training Packages).
ED 173 629

Training in Community-School Collaboration for Career Education.
ED 173 628

Training K-12 Administrators for Career Education.
ED 173 626

Training K-12 Staff for Career Education.
ED 173 627

Training University Faculty and Aspiring Educators Enrolled in Pre-Service for Career Education.
ED 173 625

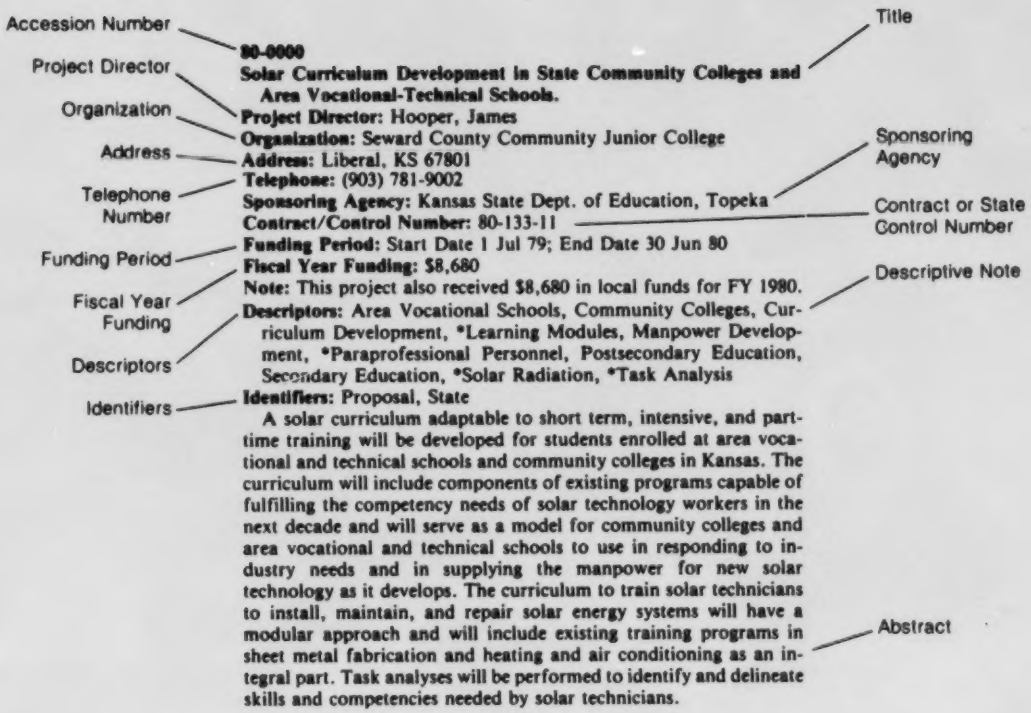
Wisconsin Univ. Madison. Wisconsin Vocational Studies Center.

Orientation to the Job Placement Process. Instructor's Training Guide. (Final Report, July 1, 1977-September 30, 1978).
ED 174 806

Women on Words and Images, Princeton, N. J.
Guidelines for Non-Sexist Vocational Materials. Final Report.
ED 174 750

Work in America Inst. Scarsdale, N.Y.
Policy Considerations for Employers in Work Exploration and Experience Programs. Key Findings and Policy Recommendations.
ED 174 770

SAMPLE PROJECT RESUME



80-0000

Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.

Project Director: Hooper, James

Organization: Seward County Community Junior College

Address: Liberal, KS 67801

Telephone: (903) 781-9002

Sponsoring Agency: Kansas State Dept. of Education, Topeka

Contract/Control Number: 80-133-11

Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $8,680

Note: This project also received $8,680 in local funds for FY 1980.

Descriptors: Area Vocational Schools, Community Colleges, Curriculum Development, *Learning Modules, Manpower Development, *Paraprofessional Personnel, Postsecondary Education, Secondary Education, *Solar Radiation, *Task Analysis

Identifiers: Proposal, State

A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.

PROJECTS IN PROGRESS
State-Administered Projects

Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

MINNESOTA

Curriculum Development (Sec. 133)

000529

Small Business Unit for Vocational Programs.
Project Director: Dunn, Edward
Organization: Red Wing Area Vocational-Technical Institute, Highway 58 at Pioneer Road, Red Wing, MN 55066
Telephone: (612) 388-8371
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 20-CD-80/MN-80-94-482-1-20-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,500
Descriptors: *Business Education, *Learning Modules, Instructional Materials, Program Development, Secondary Education, Curriculum Development
Identifiers: State, Proposal, *Small Businesses

To improve educational training enabling students to reach personal and employment goals, project staff will design and develop a small business unit for vocational programs. In addition, the staff will consult with instructors for input into program content, research the business history and statistics regarding the trade or service involved, and determine the number of hours necessary for the particular program. The unit will supplement current curriculum materials and serve as a support program for students in vocational education to prepare them for business management problems in the field.

000530

Career Education Units for Vocational High School Courses.
Project Director: Freiborg, David
Organization: Highland Vocational Cooperative Center, 237 Willow, Tyler, MN 56178
Telephone: (507) 247-5528
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 21-CD-80/MN-80-94-482-1-21-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,500
Descriptors: *Institutional Cooperation, *Career Education, *Cooperative Planning, *Inservice Teacher Education, Curriculum Development, Elementary Secondary Education, Program Development
Identifiers: State, Proposal

To introduce career education to junior high and elementary students, project staff will develop a unified career educational program within a five-school cooperative. The program will reduce cost to individual programs by the central purchase of supplies and materials, provide common in-service education for teachers responsible for teaching the unit within Highland Vocational Cooperative Center (HVCC), develop a transportation system to handle the materials to be shared by the five schools, and offer students within the HVCC a career education program that will facilitate future educational and vocational needs. Five teachers in the member schools, through in-service education, will develop goals, objectives and curriculum units to be used in all five home schools. Each student will develop a personalized set of career information records containing a yearly set of educational and career goals, records, test scores, and a plan to meet goals beyond high school.

000531

Media Technology Curriculum Update.
Project Director: Mills, James
Organization: Crow River Cooperative Center, 980 Second Avenue, SE, Hutchinson, MN 55350
Telephone: (612) 879-2338
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 22-CD-80/MN-80-94-482-2-CD-183
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,480
Descriptors: *Competency Based Educatioon, *Instructional Materials, *Communications, *Mass Media, Postsecondary Education, Individualized Instruction, Secondary Education
Identifiers: State, Proposal

Materials to accompany an individualized, competency-based program will be developed for students enrolled in a diversified media technology program with components in photography, video production, offset printing, broadcast and advertising techniques. An instructor will research the current media curriculum to determine areas of highest priority. Curriculum for two high priority areas will be developed based on input from an advisory committee, onsite visitation of other ongoing competency-based media programs and observation of commercial media operations.

000532

Health Occupations Program for Displaced Teachers.
Project Director: Wandrei, Joanne
Organization: Minneapolis Area Vocational-Technical Institute, 1101 Third Avenue South, Minneapolis, MN 55404
Telephone: (612) 348-8446
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 23-CD-80/MN-80-94-482-1-23-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80

Fiscal Year Funding: $2,500
Descriptors: *Allied Health Occupations, *Career Change, *Vocational Adjustment, *Retraining, *Teacher Employment, Instructional Materials, Career Guidance, Job Placement, Program Development
Identifiers: State, Proposal

A program to retrain displaced teachers for a health occupations career will be developed. Project staff will identify unemployed teachers; provide personnel and group support systems, retraining instruction, and job placement services; and evaluate the program and personnel regarding performance and individual satisfaction with career change. An educational model and curriculum format for teachers entering health occupations will be delivered.

000533

Adult Health Occupations Sharing Workshop.
Project Director: Wandrei, Joanne
Organization: Minneapolis Area Vocational-Technical Institute, 1101 Third Avenue South, Minneapolis, MN 55404
Telephone: (612) 348-8446
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 24-CD-80/MN-80-94-482-1-24-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,420
Descriptors: *Inservice Teacher Education, *Adult Education, *Allied Health Occupations Education, Curriculum Development, Instructional Materials
Identifiers: State, Proposal

To help increase course offerings in health occupations adult education in Minnesota, representatives from each area vocational-technical institute will attend a one-day workshop to discuss and compile curriculum materials on health occupations adult education. Copies of the workshop agenda and a book of compiled curricula will be distributed from the Minnesota instructional materials center.

000534

Pre-employment Skill Development for Area Vocational-Technical Institute (AVTI) Programs.
Project Director: Kirchoff, Marge
Organization: Austin Area Vocational-Technical Institute, 1900 NW Eighth Avenue, Austin, MN 55912
Telephone: (507) 437-6681
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 25-CD-80/MN-80-94-482-1-25-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,500
Descriptors: *Instructional Materials, *Employment Interviews, *Writing Skills, *Videotaped Recordings, Audiovisual Instruction, Secondary Education, Postsecondary Education
Identifiers: State, Proposal, *Resumes

Project staff will assist AVTI students in gaining relevant employment by helping them develop resume writing and interviewing skills. Two videotaped presentations will be produced. One developed for the student will present current, localized, job procurement information and advice from business and industry; the second will be used as a teacher's resource to show effective methods for assisting students in developing resume writing and interviewing skills. In addition, a curriculum specialist will write support materials.

000535

Law Enforcement Curriculum Upgrading for Compliance with New Legislation.
Project Director: Montzka, Harold
Organization: Hibbing Area Vocational-Technical Institute, 2900 East Beltline, Hibbing, MN 55746
Telephone: (218) 262-3824
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 26-CD-80/MN-80-94-482-1-26-DD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,500
Descriptors: *Law Enforcement, *Program Development, *Job Skills, *Lesson Plans, *Behavioral Objectives, Certification, Postsecondary Education
Identifiers: State, Proposal

A detailed course outline with comprehensive lesson plans and skill objectives, as determined by the Peace Officers Standard Board (POST), will be developed for a law enforcement skills program. Two or more individuals will consult with various agencies and develop program units for review by a law enforcement advisory committee prior to submittal to POST. The program will increase course offerings for prospective students and enable students completing the program to become eligible for licensure as peace officers in Minnesota.

000536

Meat Cutting Apprentice Curricula Upgrade.
Project Director: McKeever, Ron
Organization: Dakota County Area Vocational-Technical Institute, P O Drawer K, Rosemount, MN 55068
Telephone: (612) 423-2281
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 27-CD-80/MN-80-94-482-1-27-CD-133
Funding Period: Start Date 10 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $2,500
Descriptors: *Textbooks, *Instructional Materials, *Apprenticeships, Meat Packing Industry, Postsecondary Education, Secondary Education
Identifiers: State, Proposal, *Meat Cutters

The text, "Related Training for First Year Apprentice Meat Cutters," will be updated and revised to reflect current industrial conditions by a practicing journeyman meat cutter employed in industry with input from others in the industry. The updated text will include new materials, graphic charts and, chapter tests; it will be sequenced and coordinated with the second year text to provide better training for apprentice meat cutters in Minnesota and improve classes held at the school. Three hundred copies of the revised text will be printed and disseminated statewide.

000537

Sex Equity Curriculum Workshop.
Project Director: Englund, Dewain
Organization: Canby Area Vocational-Technical Institute, Highway 68 West, Canby, MN 56220
Telephone: (507) 223-7252
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 28-CD-80/MN-80-94-482-1-28-CD-133
Funding Period: Start Date 18 Jun 80; End Date 31 Dec 80
Fiscal Year Funding: $1,390
Descriptors: *Sex Fairness, *Instructional Materials, *Pamphlets, *Staff Development
Identifiers: State, Proposal

A program will be developed to overcome sex bias by raising the consciousness level of staff members and improving their awareness of the needs of women. Sex equity worksheets will be developed and tested with vocational staff. Visual aids, panel discussions, lecturers and feedback from lecture materials also will be used. A booklet identifying sexist and nonsexist behaviors will be designed and used as a guide for other schools statewide.

000538

Chemical Dependency Curriculum Development Workshops for Area Vocational-Technical Institutes.
Project Director: Wiklund, Clifford H.
Organization: Duluth Area Vocational-Technical Institute, Lake Avenue and Second Street, Duluth, MN 55802
Telephone: (218) 722-2801
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 29-CD-80/MN-80-94-482-1-29-D-133
Funding Period: Start Date 24 Jun 80; End Date 30 Sep 80
Fiscal Year Funding: $2,459
Descriptors: *Inservice Teacher Education, *Alcoholis, *Drug Addiction, Instructional Materials, Postsecondary Education, Drug Rehabilitation, Secondary Education, Area Vocational Schools
Identifiers: state, Proposal

Services will be provided to help vocational students deal with chemical dependency problems, attain their training objectives, and

secure employment. Project consultants will hold three regional meetings for representatives of thirty-three AVTIs to train staff to increase their use of services to these students. New and innovative curricula developed by the American Business Men's Research Foundation and the California Council on Alcohol Problems will be introduced and implementation training will be provided. A final report will be delivered.

NEBRASKA

Curriculum Development (Sec. 133)

000539

Development of Curriculum Modifications for Urban Vocational Agriculture in Nebraska.
Project Director: Blezek, Allen G.
Organization: University of Nebraska, Department of Agricultural Education, East Campus, Lincoln, NE 68583
Telephone: (402) 472-2807
Sponsoring Agency: Nebraska State Dept. of Education, lincoln
Contract/Control No.: 133-80-01
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $26,309
Descriptors: *Agribusiness, *Instructional Materials, Curriculum Development, Inservice Teacher Education, Preservice Education, Secondary Education, Senior High Schools, Postsecondary Education
Identifiers: State, Proposal

To improve urban vocational agribusiness programs in Nebraska, project staff will provide instructional materials for non-production-oriented programs preparing students for agribusiness occupations. Nebraska core curriculum materials in vocational agriculture will be modified by a committee of vocational agriculture instructors, representatives of agribusiness, and state department staff. A validated list of agribusiness competencies developed by USOE will be used in developing the three-year curriculum materials to be reproduced and disseminated to participating schools. Preservice and in-service education for urban teachers concerning use of the materials will be updated and a comprehensive plan developed for evaluating the teacher education and materials implementation.

000540

Development of Scope and Sequence at Three Levels in Consumer and Homemaking Education as Taught in Nebraska for Grades 7-12 with Suggestions for Programs Serving Learners in Postsecondary and Adult Programs.
Project Director: Newkirk, Gwendolyn; Kreutz, Shirley
Organization: University of Nebraska, College of Home Economics, Department of Education and Family. Lincoln, NE 68583
Telephone: (402) 472-2959
Sponsoring Agency: Nebraska State Dept. of Education, lincoln
Contract/Control No.: 133-08-04
Funding Period: Start Date 01 Dec 79; End Date 30 Jun 80
Fiscal Year Funding: $7,000
Descriptors: *Home Economics, *Consumer Education, *Curriculum Design, Secondary Education, Postsecondary Education, Adult Education
Identifiers: State, Proposal

Content for six areas of home economics for consumer and homemaking programs in grades 7-12 will be identified and grouped into suggested time blocks to help teachers design balanced programs. Implications for selecting content for developing a scope and sequence of grades other than 7-12 (postsecondary and adult) and a valid framework for designing a compatible curriculum will be developed. The final product, "A Scope and Sequence for Consumer and Homemaking Programs in the Secondary Schools of Nebraska, Grades 7-12," will be disseminated to provide teachers with a resource from which content to plan programs for a particular school setting can be selected.

NEVADA

Exemplary and Innovative (Sec. 132)

000541

Vocational Gerontology Program: Food Service for the Aged.
Project Director: Monaco, Mario
Organization: Rancho High School, Clark County School District, Las Vegas, NV 89030
Telephone: (702) 649-4270
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: NV-79-132-A-01
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $50,000 (Charged to FY 1979)
Descriptors: *Food Service, *Field Experience Programs, *Gerontology, *Learning Laboratories, *Instructional Materials, *Entry Workers, Job Skills, Older Adults, Delivery Systems, Secondary Education
Identifiers: State, Proposal

Development of a course in food service for the elderly will provide field experiences and opportunities for students to gain entry-level job skills. A task force will develop the course syllabus and accompanying materials; school district staff will construct and equip a gerontology learning laboratory. Complete curricula, accompanying materials, and assessment tools for the course will be available as a transportable secondary-level gerontology delivery system.

NEW JERSEY

Research (Sec. 131)

000542

SENSE Connection—Linking Education with Business and Industry.
Project Director: Hamill, Thomas S.
Organization: Educational Improvement Center, 202 Johnson Road, Building 3, Morris Plains, NJ 07950
Telephone: (201) 539-0331
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 131 SREG 824
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,300
Descriptors: *Resource Materials, *School Business Cooperation, *Community Resources
Identifiers: State, Proposal

Local businesses and industries will be surveyed to provide information for a guidebook listing resources available to schools by the businesses and industries in the region. Resources will include visitations, speakers, internship programs, career opportunities, and media presentations. Awareness programs such as miniconventions and a round table exhibit hosted by the business and industry community will be used to introduce the guidebook to school districts. Use of the guidebook will be evaluated.

000543

Student Interest and Needs Survey.
Project Director: English, Joseph W.
Organization: Gloucester County Area Vocational-Technical School, Tanyard Road, P O Box 186, Deptford Township, Sewell, NJ 08080
Telephone: (609) 468-1445
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 131 SREG 811
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,508
Descriptors: *Needs Assessment, *Private Schools, *Area Vocational Schools, *Socioeconomic Status, *Career Choice, *Curriculum Planning, *Student Interests, Family Status, Student Needs, Secondary Education
Identifiers: State, Proposal

An annual needs assessment (conducted since 1979), of grades 7-10 in the county's twenty-six school districts to determine vocational curriculum preferences and hobby interests, will be expanded to include

the nonpublic schools in Gloucester County. Project staff also will sample about 500 first-year students enrolled at Gloucester County Area Vocational-Technical School to predict whether socioeconomic status of family is a factor in career choices. Sex, ethnic background, and area (urban, suburban, and rural) are the variables which will be examined. The needs assessment will relate to secondary and postsecondary curriculum and additional facilities required by Public Law 94-482.

Exemplary and Innovative (Sec. 132)

000544

Interfacing Career Vocational Objectives with Assessment Objectives and School Goals.
Project Director: Gray, Judith A.
Organization: Hunterdon Central High School, Route 31, Flemington, NJ 08822
Telephone: (201) 782-5727
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 836
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $7,600
Descriptors: *Evaluation Methods, *Curriculum Evaluation, *Objectives, Inservice Teacher Education, Summative Evaluation
Identifiers: State, Proposal

To interface career vocational unit objectives with school and state goals, minigrant proposals will be solicited from staff on a stipend basis to develop forty career vocational units tied to an appropriate assessment objective, diversified enough to represent each major curricular area by grade level. Posttest evaluations will be conducted at the conclusion of each unit to measure the success or failure of that unit to meet the specified goals and objectives. The data will be used to determine the level to which specific assessment objectives have contributed to meeting specific school goals. Successful units will be recommended to the board of education for infusion into the curriculum, and in-service activities will be conducted for those teachers needed to teach the approved units.

000550

Development of Student Profile for Career and Vocational Development.
Project Director: Hamill, Thomas S.
Organization: Educational Improvement Center of Northwest New Jersey, 202 Johnson Road, Building 3, Morris Plains, NJ 07950
Telephone: (201) 539-0331
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 853
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $34,098
Descriptors: *Career Choice, *Student Evaluation, *Vocational Maturity, *Career Development, Individualized Curriculum, Profiles, Student Records, Elementary Secondary Education
Identifiers: State, Proposal

The "Student Profile for Career and Vocational Development" will be further developed, and sets of comprehensive objective tasks to assess student competencies on career and vocational goals from K-14 will be developed. These assessment objective tasks will be transportable to all local education agencies as a resource. The information will be used by students, parents, counselors, teachers, administrators, and employers to assess an individual student's development of career maturity and to develop curriculum experiences appropriate for each student. Local district staff willing to implement the proposed process will be identified, a district plan for career and vocational education which includes project objectives in the district's overalll planning written, and an in-service package to identify assessment objectives for each local goal will be prepared and conducted. After student assessment objective tasks are specified for each student, they will be incorporated into the student profile.

000545

Multicultural and Ethnic Total Person Development for the Limited-English Proficient.
Project Director: Phillips, Richard R.
Organization: Center for Occupational Education, Experimentation, and Demonstration of the State of New Jersey. 223 Broadway, Newark, NJ 07104
Telephone: (201) 648-3934
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 865
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $44,229
Descriptors: *English Second Language, *Non English Speaking, *Out Of School Youth. *Evening Classes, Spanish Speaking, Adult Students, Leadership Training, Ethnic Groups
Identifiers: State, Proposal

Out-of-school youth and non-English-speaking adults will participate in a twenty-five week evening program to include vocational classes, English language classes, and leadership development (management and coping skills) classes. The program, based on the concept that learning a trade can be used as a vehicle for learning English, will be advertised through newspapers, radio, television, and brochures. A vocational guidance counselor, a vocational instructor, and a teacher of English as a second language will work with individual particpants throughout the project. Third party formative and summative evaluation will be encouraged, and student performance will be evaluated by the vocational instructor and a person in business and industry from the occupation in which the student was trained.

Curriculum Development (Sec. 133)

000546

Modularized Curriculum for Adults.
Project Director: Orlando, Neal
Organization: Mercer County Vocational-Technical Schools, 1085 Old Trenton Road, Trenton, NJ 08690
Telephone: (609) 586-5144
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 UNSC 816
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $9,000
Descriptors: *Adult Vocational Education, *Learning Modules, *School Business Relationship, *Evening Programs, Adult Students, Training, Behavoiral Objectives, Postsecondary Education
Identifiers: State, Proposal

Curricula in selected occupations that identify the specifics of the course content and yet are flexible enough to meet the needs of adult students and their employers will be developed. All curricula now used by the adult evening school division will be reviewed. Curricula will be restructured into modular units, and behavioral objectives and topical content will be identified for each of the units. Industry training officers will be given copies of relevant curricula to serve as a basis for developing effective training agreements between the school and industry.

000547

Electronic Media Merchandising in Distributive Education.
Project Director: Hird, John R.
Organization: Red Bank Regional High School District, 101 Ridge Road, Little Silver, NJ 07739
Telephone: (201) 842-8000
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 834
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,102
Descriptors: *Distributive Education, *Television Commercials, *Production Techniques, Cable Television, Closed Circuit Television, Secondary Education, Advertising
Identifiers: State, Proposal

An instructional unit for a distributive education program in the production of television commercials will be designed and implemented. After receiving basic instruction, a group of students will

be hired to work with staff members to produce a set of demonstration commercials. Commercials produced by the students will be shown on the school's closed circuit system, and, if acceptable, will be used on the community's cable television system. As part of the project's evaluation, records for a school store product sold prior to production of the commercial will be compared to records for the product sold after production and viewing of the commercial.

000548

New Jersey Industrial Arts Safety Guide.
Project Director: Kobylarz, Joseph D.
Organization: Garfield High School, 500 Palisade Avenue, Garfield, NJ 07026
Telephone: (201) 478-3577
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 836
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,515
Descriptors: *Industrial Arts, *Safety Education, *Instructional Materials, *Guides
Identifiers: State, Proposal

An industrial arts program safety education guide for statewide use will be produced to alert industrial arts teachers, school administrators, and industrial arts supervisors to the importance of a strong safety program and to provide the industrial resources necessary to institute safety instruction in the public schools. Topics to be covered include responsiblilities of teachers and administrators, emergency action procedures, safety instructional techniques, and teacher liability in school shop accidents.

000549

Education for Parenthood with Child Care Careers and Child Development Learning Laboratory Components.
Project Director: Donahay, Ellen T.
Organization: Edison Township Schools, 2825 Woodbridge Road, Edison, NJ 08817
Telephone: (201) 548-2184
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 844
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,953
Descriptors: *Parent Education, *Curriculum Guides, *Child Development Centers, Instructional Materials, Child Care Occupations, Secondary Education
Identifiers: State, Proposal

The present guide for a one-semester course in parenting education will be expanded to a full-year course to include the study of children through age thirteen instead of age five; integrate materials on sex-role stereotyping as it relates to the parenting process; and include a unit on careers related to child care. A guide for operating a child development laboratory which will include organization, scheduling, suggested activities, observation techniques, and parent involvement also will be produced. The parenthood education guide will be field tested and evaluated.

NEW YORK

Research (Sec. 131)

000551

Showcase on Excellence: Postsecondary Research and Development Projects.
Project Director: Winter, Gene
Organization: State University of New York, Two-Year College Development Center, 1400 Washington Avenue, Albany, NY 12222
Telephone: (218) 455-6271
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-966
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $45,088
Descriptors: *Postsecondary Education, *Information Dissemination, *Educational Innovation, *Adoption Ideas, *Teaching Methods, *Research Utilization, Problem Solving
Identifiers: State, Proposal

To develop and implement a low-cost system to enhance dissemination and diffusion of grant-developed solutions for application to current problems and issues, exemplary local postsecondary occupational education project outcomes, products, and innovative procedures will be identified for broader dissemination, adoption, and application. A strategy for increased sharing of identified project outcomes among local college staff will be developed and implemented, and a system to support local adoption/adaption of selected project results will be designed. A statewide project advisory panel representing institutions and constitutencies in postsecondary occupational education will be formed. A classification system and evaluative criteria will be developed to categorize current needs, issues, and problems that can be linked with federal project efforts. Those project outcomes judged most effective will be showcased in a statewide conference in the fall of 1980.

000553

Needs of Adult Re-entry Students: Statewide Dissemination—Phase 3.
Project Director: Mangano, Joseph A.
Organization: State University of New York, Two-Year College Development Center, 440 Washington Avenue, Milne 229, Albany, NY 12222
Sponsoring Agency: QXP62775
Contract/Control No.: 80-3A-970
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $52,318
Descriptors: *Information Dissemination, *Adult Students, *Research Utilization, *Nontraditional Students, *Program Development, State Colleges, Data Collection, Educational Resources, Technical Assistance, Educational Needs, Workshops, Staff Development
Identifiers: State, Proposal

In the third year of this project, staff will (1) develop a data dissemination packet to provide research findings and processes from phases 1 and 2 to all New York two-year colleges, (2) obtain a commitment from these colleges to replicate phases 1 and 2, (3) sensitize decision makers to develop a higher level of awareness of the perceived needs of re-entry adult students, (4) provide technical assistance to facilitate implementations, and (5) collect data from participating institutions to assess project impact. Five one-day regional meetings will be held to introduce interested institutions to the dissemination packet. Project staff will provide ongoing support and technical assistance to participating colleges.

000552

Regional Occupational Education Planning.
Project Director: Crocoll, William
Organization: Erie-Cattaragus Board of Cooperative Educational Services 2, 4071 Hardt Road, Eden, NY 14057
Telephone: (716) 992-3413
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80-3A-99GS
Funding Period: Start Date 01 Sep 79; End Date 01 Sep 80
Fiscal Year Funding: $49,999
Descriptors: *Regional Planning, *Agency Cooperation, *Cooperative Planning, *Articulation Education, *Educational Planning, Public Relations, Secondary Education, Adult education, Two Year Colleges, Postsecondary Education
Identifiers: State, Proposal

An occupational education plan will be updated and refined, and implementation will be coordinated and monitored through consultant and technical services. Interagency planning and regionwide occupational education public information activities will be coordinated. Curriculum and materials production, data gathering, reporting, and planning application will be carried out in an articulated and coordinated procedure designed to elimiinate duplication at the secondary and adult levels, and at two-year colleges. A career planning

guide will be evaluated, republished, and disseminated principally in western New York.

000554
Region 11 Occupational Education Planning.
Project Director: Cohn, Anne
Organization: Corning Community College, Off-Campus Center, Corning, NY 14830
Telephone: (607) 962-9415
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-1106GPS
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $48,971
Descriptors: *Regional Planning, *Educational Planning, *Agency Cooperation, Regional Programs, Postsecondary Education
Identifiers: State, Proposal

Regional occupational education plans will be coordinated, monitored, and updated to increase the quality, efficiency, and effectiveness of regional planning. Planning services to local agencies will be increased, regional data compiled, plans and priorities established, and technical assistance provided. Project staff will collaborate with other agencies.

000555
Development of and Training in Methods to Overcome Sex-Role Stereotyping in Enrollment.
Project Director: Lewis, Gwendolyn
Organization: Cornell University, Cornell Institute for Occupational Education, Stone Hall, Ithaca, NY 14853
Telephone: (607) 256-6514
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-1117GS
Funding Period: Start Date 01 Apr 80; End Date 13 Jun 81
Fiscal Year Funding: $44,914
Descriptors: *Sex Stereotypes, *Nontraditional Occupation, *Career Education, *Career Counseling, *Enrollment, Audiovisual Instruction, Secondary Education, Program Evaluation
Identifiers: State, Proposal

Materials and techniques to reduce sex-role stereotyping in occupational education will be assembled and organized and the short-run efficiency of these programs in specific settings assessed to increase cross-sex enrollment in secondary trade and industrial programs. Eighth and tenth grade students and their parents will become aware of job opportunities, attitudes toward changing roles, and sex equity to expand their views of occupational possbilities in nontraditional programs. Film strips, movies, and discussion modules will be developed for use with student and parent groups. Discussions and counseling also will be used. Comparisons will be made between present participants and previous subjects, between individual understanding before and after the "treatments," between the group surveyed and other comparable students not being "treated,"and between students' and parents' responses. Results will be disseminated through newsletters, conferences, professional meetings, and ERIC.

Curriculum Development (Sec. 133)

000556
Instructional Support System for Occupational Education (ISSOE) for Region 12.
Project Director: Dyl, Kenneth J.
Organization: Erie Board of Cooperative Educational Services 1, Planning Division, 2 Pleasant Avenue, West, Lancaster, NY 14086

Telephone: (716) 686-7072
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80-3C-623GS
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $20,678
Descriptors: *Teacher Developed Materials, *Learning Modules, *Regional Planning, * *Information Dissemination, *Instructional Systems, *Learning Modules. Management Systems, Articulation Education, Behavioral Objectives, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Teacher-produced occupational instruction modules, validated by industry will be prepared for individualized instruction or for large or small groups. A management system using modules to improve classroom instruction will be developed and a student competency file established. Staff will assist in adapting other relevant management-oriented materials, and participation of teachers in ISSOE throughout Region 12 will be increased. A regional delivery plan to introduce ISSOE to districts will be organized, and statewide instructional support systems will be articulated with postsecondary institutions.

NORTH DAKOTA

Research (Sec. 131)

000559
Developmental Research for Vocational Guidance Personnel.
Project Director: Floden, Ann
Organization: Beulah High School, Beulah, ND 58523
Telephone: (701) 873-2262
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract/Control No.: RR-85
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Faculty Handbook, *Counselors, *Career Guidance, *Staff Development, Evaluation Models, Secondary Education
Identifiers: State, Proposal

Two vocational guidance handbooks to help counseling personnel improve their skills will be developed, and an evaluation tool will be designed to measure the impact of the booklets on vocational guidance programs in North Dakota. Areas that need improvement will be determined and data will be collected with the assistance of two area vocational guidance counselors and at least five resource people. The imformation disseminated will be designed for North Dakota vocational guidance programs.

Exemplary and Innovative (Sec. 132)

000558
Feasibility Study for Mobile Marketing and Distributive Occupational Laboratories in North Dakota.
Project Director: Kohns, Don
Organization: University of North Dakota, Grand Forks, ND 58202
Telephone: (701) 777-2518
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract/Control No.: RR-95
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $500
Descriptors: *Distributive Education, *Rural Areas, *Mobile Laboratories, *Feasibility Studies
Identifiers: State, Proposal

To determine the feasibility of establishing a mobile distributive education lab in rural North Dakota, studies and articles related to mobile occupational laboratories will be reviewed, significant features and designs of units will be identified, recommendations concerning the use of the labs will be obtained from experienced vocational educators and curriculum plans will be identified. A final report including recommendations for equipping a mobile lab and organizing a curriculum delivery system will be written.

000557
Mine Technology Curriculum Revisions Project.

Project Director: Haakenson, Harvey
Organization: Bismarck Junior College Vocational-Technical Center, Bismark, ND 58501
Telephone: (701) 258-7290
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract/Control No.: RR-98
Funding Period: Start Date 15 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $4,847
Descriptors: *Curriculum Guides," *Instructional Materials, *Behavioral Objectives, *Technical Education, Student Recruitment, Postsecondary Education
Identifiers: State, Proposal, *Mining

The need for a mine technology program will be determined; job skills and knowledge levels will be developed; and a complete course including subtitles, behavioral objectives for each subtitle, methods of evaluating student competencies, and contribution of each lesson toward mastery of skills will be developed. A mine technology program will begin at the college in September 1980. An advisory board and craft committee will be organized. A student recruitment brochure will be written.

OHIO

Exemplary and Innovative (Sec. 132)

000560

Mahoning County Career Development Program.
Project Director: Pavlicko, Marie
Organization: Mahoning County Vocational Education Program Development, 7300 North Palmyra Road, Canfield, OH 44406
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-1-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $88,910
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Intergrated Curriculum, *Learning Activites, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissmination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $65,085 in state and $211,690 in other funds for FY 1980

The Mahoning County continuing K-10 career development program of motivation, orientation, and exploration, intergrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activites in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews, using the Ohio Program for Improvement, Development, and Expansion (PRIDE) process.

000561

Medina County Career Development Program.
Project Director: Hoops, Dennis
Organization: Medina County Vocational Education Program Development, 1101 West Liberty, Medina, OH 44256
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-2-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $66,369
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $10,811 in state funds and $159,850 in other funds for FY 1980

The Medina County VEPD continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Program for Improvement, Development, and Expansion (PRIDE) review technique, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000562

Scioto County Career Development Program.
Project Director: Kallner, Brenda
Organization: Scioto County Vocational Education Program Development, P O Box 766, Lucasville, OH 45648
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-3-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $60,739
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $5,851 in state funds and $150,335 under PL95-207 for FY 1980

The Scioto County joint vocational school district continuing k-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio career development tests, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000563

Montgomery County Career Development Program.
Project Director: Gilbert, James W.
Organization: Montgomery County Vocational Education Program

Development, 6800 Hoke Road, Clayton, OH 45315
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-4-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $47,511
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $39,619 in state funds and $82,550 under PL95-207 for FY 1980

The Montgomery County vocational education program development continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000564

Akron Career Development Program.
Project Director: Topougis, Nicholas J.
Organization: Akron City Schools, 65 Steiner Avenue, Akron, OH 44301
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-6-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $71,937
Descriptors: *Career Development, *Curriculum Guides, *Educational Resources, *Inservice Teacher Education, *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $184,983 in state funds for FY 1980

The Akron continuing K-10 career development program of motivation orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grade K-6 develop career awareness and positive work attitudes. Grades 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center in the in-depth exploration of at least three occupations work experience, and value and interest clarification. Program implementation will be through onsite observation of workers, work simulation, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriclum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews, using the Ohio Program for Improvement, Development, and Expansion (PRIDE) format.

000565

Canton Career Development Program.
Project Director: Caster, Richard J.
Organization: Canton City Schools, 800 Market Avenue, North Canton, OH 44702
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-8-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $41,466
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $106,624 in state funds for FY 1980

Now in its seventh year, the Canton K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientaton and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Career Development Test, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000566

Cincinnati Career Development Program.
Project Director: Watson, Maxine
Organization: Cincinnati City Schools, 230 East Ninth Street, Cincinnati, OH 45202
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-9-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $70,738
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $181,897 in state funds for FY 1980

The Cincinnati continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Program for Improvement, Development, and Expansion (PRIDE) review technique, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000567

Cleveland Career Development Program.

Project Director: Jones, Oliver J.
Organization: Cleveland City Schools, 1380 East Sixth Street, Cleveland, OH 44114
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-10-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $112,755
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, Career Education, Career Exploration, Career Planning, Class Activites, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Occupational Clusters, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $233,238 in state funds for FY 1980

Now in its ninth year, the Cleveland K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitiudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000568

Cleveland Heights Career Development Program.

Project Director: Bellin, Allan
Organization: Cleveland Heights, University Heights, Shaker Heights, and Warrensville Heights City Schools. 2530 Cantebury Road, Cleveland, OH 44118
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-11-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $54,906
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $141,189 in state funds for FY 1980

The Cleveland Heights VEPD continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarifications. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000569

Columbus Career Development Program.

Project Director: Briggs, Richard
Organization: Columbus City Schools, 270 East State Street, Columbus, OH 43215
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $37,086
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $95,364 in state funds for FY 1980

The Columbus continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grade 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000570

Dayton Career Development Program.

Project Director: Rammes, Robert
Organization: Dayton City Schools, 348 West First Street, Dayton, OH 45402
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-13-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $72,676
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also recevied $186,879 in state funds for FY 1980

The Dayton continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000571

Geneva Career Development Program.
Project Director: Veverka, Eugene
Organization: Geneva Area City Schools, Sherman Street, Geneva, OH 44041
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-17-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $7,219
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $25,581 in state funds for FY 1980

The Geneva area Continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Career Education Tests, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000572

Lorain Career Development Program.
Project Director: Gorham, DeRoy
Organization: Lorain City Schools, Charleston School, Pole Avenue and 23rd Street, Lorain, OH 44052
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-21-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $47,320
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $120,680 in state funds for FY 1980

The Lorain continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Career Development Test, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000573

Mansfield Career Development Program.
Project Director: Borchers, John
Organization: Mansfield City Schools, 856 West Cook Road, Mansfield, OH 44906
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-23-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $29,069
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $74,751 in state funds for FY 1980

The Mansfield continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews. A third party will evaluate these data and student test results.

000574

North Canton Career Development Program.
Project Director: Vought, Donald
Organization: North Canton City Schools, 605 Fair Oaks SW, North Canton, OH 44720
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-26-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $18,149
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $46,669 in state funds for FY 1980

Now in its third year, the North Canton K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupation, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Career Education Test, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000575

Parma Career Development Program.
Project Director: Schleicher, Mary
Organization: Parma City Schools, 10064 North Church Drive, Parma Heights, OH 44130
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-29-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $47,052
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $120,993 in state funds for FY 1980

The parma continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Career Education Test, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000576

Princeton Career Development Program.
Project Director: Glover, Samuel
Organization: Princeton City Schools, 25 West Sharon Avenue, Cincinnati, OH 45246
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-31-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $17,959
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $46,181 in state funds for FY 1980

The Princeton continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administratros, and business and industry representatives will evaluate the program through questionnaires and interviews.

000577

Sidney Career Development Program.
Project Director: Leighty, William
Organization: Sidney City Schools, 232 North Miami Avenue, Sidney, OH 45365
Telephone: (513) 492-3618
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-34-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,187
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $41,623 in state funds for FY 1980

The Sidney Continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000578

Southwestern Career Development Program.
Project Director: Doerr, Warren
Organization: Southwestern City Schools, 2975 Kingston Avenue, Grove City, OH 43123
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-35-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $46,602
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $119,833 in state funds for FY 1980

The Southwestern continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Career Test and the Ohio Program for Improvement, Development, and Expansion (PRIDE) review technique, students, parents, teachers, administrators, and business and industry

representatives will evaluate the program through questionnaires and interviews.

000579

Springfield Career Development Program.
Project Director: Degenhart, George
Organization: Springfield City Schools, 49 East College Avenue, Springfield, OH 45501
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-36-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $32,652
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $83,958 in state funds for FY 1980

Now in its seventh year, the Springfield K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Program for Improvement, Development, and Expansion (PRIDE) review technique, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000580

Tallmadge Career Development Program.
Project Director: Corbett, Patrick
Organization: Tallmadge City Schools, 486 East Avenue, Tallmadge, OH 44278
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CED-38-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $14,460
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $37,182 in state funds for FY 1980

The Tallmadge continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews, using the Ohio Program for Improvement, Development, and Expansion (PRIDE) guidelines.

000581

Toledo Career Development Program.
Project Director: Roman, Jama
Organization: Toledo City Schools, Manhattan and Elm Streets, Toledo, OH 43608
Sponsoring Agency: RUF67060
Contract/Control No.: CD-39-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $66,204
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $170,241 in state funds for FY 1980

The Toledo continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Program for Improvement, Development, and Expansion (PRIDE) review technique, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000582

Upper Arlington Career Development Program.
Project Director: Losekamp, Nancy
Organization: Upper Arlington City Schools, 1950 North Mallway, Upper Arlington, OH 43221
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-40-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,193
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $39,067 in state funds for FY 1980

Now in its fifth year, the Upper Arlington K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers,

work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Program for Improvement, Development, and Expansion (PRIDE) review techniques, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000583

Warren Career Development Program.
Project Director: Zockle, Michael A.
Organization: Warren City Schools, 261 Monroe Street, NW, Warren, OH 44482
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-41-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $31,889
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $82,001 in state funds for FY 1980

The Warren continuing K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. Students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews, using the Ohio Program for Improvement, Development, and Expansion (PRIDE) format.

000584

Willoughby-Eastlake Career Development Program.
Project Director: Cicek, Louis
Organization: Willoughby-Eastlake City Schools, 2882 Cricket Lane, Willoughby Hills, OH 44092
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-43-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $27,605
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $98,232 in state funds for FY 1980

Now in its eighth year, the Willoughby-Eastlake K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high school. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. The Ohio Career Education Test and the Ohio Program for Improvement, Development, and Expansion (PRIDE) review technique will be used. In addition students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaires and interviews.

000585

Youngstown Career Development Program.
Project Director: Malie, Joseph
Organization: Youngstown City Schools, 1025 West Rayen Avenue, Youngstown, OH 44502
Sponsoring Agency: Ohio State Dept. of Education, Columbus
Contract/Control No.: CD-45-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $32,347
Descriptors: *Career Development, *Curriculum Guides, *Inservice Teacher Education. *Integrated Curriculum, *Learning Activities, *Occupational Clusters, Career Education, Career Exploration, Career Planning, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, Information Dissemination, Instructional Materials, Program Evaluation, Resource Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $83,178 in state funds for FY 1980

Now in its seventh year, the Youngstown K-10 career development program of motivation, orientation, and exploration, integrated into existing curriculum, is designed to help prepare the learner to make career and education choices in senior high scool. Activities in grades K-6 develop career awareness and positive work attitudes. Grade 7 and 8 activities focus on career orientation and introduction to the fifteen USOE occupational clusters. Culminating activities in grades 9 and 10 center on the in-depth exploration of at least three occupations, work experience, and value and interest clarification. Program implementation will be through onsite observations of workers, work simulations, community resource persons, and varied career oriented classroom activities. Staff in-service training for integrating career education concepts into the curriculum will be provided. Courses of study and guides for resources, field trips, and curriculum will be developed. In addition to the Ohio Program for Improvement, Development, and Expansion (PRIDE) review technique, students, parents, teachers, administrators, and business and industry representatives will evaluate the program through questionnaries and interviews.

OKLAHOMA

Exemplary and Innovative (Sec. 132)

000592

Innovative Part-Time Adult Education Plan for Rural Areas.
Project Director: Kirk, Jerry R.
Organization: Western Oklahoma Area Vocatonal-Technical School, P.O. Box 149, Burns Flat, OK 73624
Telephone: (405) 562-4812
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: 801321003
Funding Period: Start Date 01 Apr 80; End Date 30 Jun 80
Fiscal Year Funding: $14,831
Descriptors: *Adult Vocational Education, *Extension Education, *Minicourses, *Student Recruitment, *Rural Areas, Disadvantaged, Disabilities, Models
Identifiers: State, Proposal

A model program designed for previously unserved adults will be developed to increase short-term enrollments by 120 per year, to increase the current capability to deliver short-term adult programs by adding five new programs, and to maintain a minimum vocational quotient equivalent of 71 percent. A needs analysis will be conducted, and an advisory committee representative of agencies serving the disadvantaged and handicapped will be organized to refer students. At least 70 percent of the classes will be conducted off-campus. A final report will be delivered.

Curriculum Development (Sec. 133)

000586

Farm Business Management 2.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK801331005
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $10,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *Competency Based Education, *Farm Management, *Behavioral Objectives. *Learning Activities, State Standards, Secondary Education, Postsecondary Education, Visual Aids
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluations, and answers to test and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local programs; student materials will be available at reproduction costs.

000587

Auto Body Learning Activity Packages.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK 801331006
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $40,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *Competency Based Education, *Auto Body Repairers, *Behavioral Objectives, *Learning Activities, State Standards, Visual Aids, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluations, and answers to test and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local programs; student materials will be available at reproduction costs.

000588

Welding Learning Activity Packages.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK 801331007
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *Competency Based Education, *Welding, *Behavioral Objectives, *Learning Activities, State Standards, Secondary Education, Postsecondary Education, Visual Aids
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluations, and answers to tests and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local programs; student materials will be available at reproduction costs.

000589

Food Service Learning Activity Packages.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK 801331008
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $30,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *Competency Based Education, *Food Service, *Behavioral Objectives, *Learning Activities, State Standards, Secondary Education, Postsecondary Education, Visual Aids
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluations, and answers to test and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local programs; student materials will be available at reproduction costs.

000593

Home Economics 2.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK 801331009
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *Competency Based Education, *Home Economics, *Behavioral Objectives, *Learning Activities, State Standards, Secondary Education, Postsecondary Education, Visual Aids
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluations, and answers to test and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local progams; student materials will be available at reproduction costs.

000594

Dental Assistant.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK 801331010
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *Competency Based Education, *Dental Assistants, *Behavioral Objectives, *Learning Activities, State Standards, Secondary Education, Postsecondary Education, Visual Aids
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluations, and answers to test and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local programs; student materials will be available at reproduction costs.

000595

Nursing 1—Revision.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074.
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK801331011
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *Competency Based Education, *Nursing, *Behavioral Objectives, *Learning Activities, State Standards, Visual Aids, Secondary Educaton, Postsecondary Education
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluations, and answers to test and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local programs; student materials will be available at reproduction costs.

000590

Cooperative Education Cooperator's Handbook.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK 801331012
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $14,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *State Standards, *Competency Based Education, *Cooperative Education. *Behavioral Objectives, *Learning Activities, Secondary Education, Postsecondary Education, Visual Aids
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluations, and answers to test and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local programs; student materials will be available at reproduction costs.

000591

Sex Equity: Teaching, Learning, Achieving.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK 8013310133
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Instructional Materials, *Criterion Referenced Tests, *Competency Based Education, *Sex Fairness, *Behavioral Objectives, *Learning Activities, State Standards, Visual Aids, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Instructional materials will be standardized statewide by developing a basic core of instruction for each vocational program. Materials will include performance objectives, suggested activities, information sheets, transparency masters, photos and drawings, assignment sheets, job sheets, criterion-referenced evaluation, and answers to test and assignment sheets. Curriculum specialists and writers will work with an advisory committee composed of teacher-educators, vocational teachers, state supervisory staff, and representatives from business and industry. Copies of teacher materials will be provided free to local programs; student materials will be available at reproduction costs.

OREGON

Research (Sec. 131)

000596

Model Joint Job Search and Vocational Placement Project.
Project Director: Rumbaugh, W. A.
Organization: Sandy Union High School District 2, 17100 Bluff Road, Sandy, OR 97055
Telephone: 663-8011
Sponsoring Agency: Oregon State Board of Education, Salem
Contract/Control No.: 6-79-80
Funding Period: Start Date 15 Oct 79; End Date 15 Jul 80
Fiscal Year Funding: $25,000
Descriptors: *Articulation Education, *Job Placement, *Job Search Methods, *College School Cooperation, Secondary Education, Program Development, Followup Studies, Data Collection,

Postsecondary Education, Models
Identifiers: State, Proposal

Project staff will develop a management system for job search and vocational placement. A comprehensive placement program and an articulation program between Mt. Hood Community College and feeder secondary vocational programs will be developed. The placement system will be used for vocational program planning and improvement. A system for both student and employer follow up will be implemented. A data collection system for determining future needs in occupational labor trends, technology, and equipment will be developed.

000597

Identify Problems and Exemplary Practices in the Adoption and Use of Vocational Curriculum Materials.
Project Director: Martinez, Pete
Organization: Oregon State University, Department of Industrial Education, Corvallis, OR 97331
Telephone: (503) 754-2733
Sponsoring Agency: Oregon State Board of Education, Salem
Contract/Control No.: RE-PS-1-80
Funding Period: Start Date 01 Jan 80; End Date 30 Sep 80
Fiscal Year Funding: $8,606
Descriptors: *Individualized Instruction, *Use Studies, *Learning Packages, *Adoption Ideas, *Educational Innovation, Community Colleges, Teaching Methods, Program Guides, Instructional Materials, Food Service, Electronics
Identifiers: State, Proposal
Descriptive Note: This project also received $8,608 under Sec. 132 for FY 1980

Data on state-developed individualized instruction packages and their relationship to cluster guides for electronics and food service will be gathered and evaluated to ascertain the extent and degree of usage of the packages in secondary schools and community colleges. A questionnaire will be developed and mailed, and onsite visits will be made to both selected users and nonusers. An adopter's handbook for using individualized curriculum materials will be drafted, and a list of exemplary practices and procedures will be compiled. A technical report and a final report will be written.

PENNSYLVANIA

Research (Sec. 131)

000598

Evaluation of Certain Aspects of Vocational Education Personnel Development Centers (Continuation).
Project Director: Ryan, Thomas P.
Organization: Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325
Telephone: (304) 344-8371
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9813
Funding Period: Start Date 03 Dec 79; End Date 30 Jun 80
Fiscal Year Funding: $18,737 (Charged to FY 1979)
Descriptors: *Program Evaluation, *Financial Policy, *Teacher Centers, *Educational Planning, *Staff Development, Accountability, Surveys
Identifiers: State, Proposal

The second-year evaluation of the vocational education personnel development centers will provide better direction for use of funding resources, establishment of an improved rationale for administering basic funding, and an improvement in accountability for the use of these funds. Fourteen mail surveys will be conducted to provide comprehensive coverage of the populations and services included in the centers' activities. A goal of a return of forty questionnaires per institution per survey will be set. A final report will be delivered.

000604

Identifying Competencies for the Certification of Supervisors of Vocational Education in Pennsylvania.
Project Director: Drake, Donald F.
Organization: Temple University, Department of Vocational Education, 225 Ritter Annex, Philadelphia, PA 19122
Telephone: (215) 787-6028
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9814
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $1,984 (Charged to FY 1979)
Descriptors: *Competence, *Certification, *Supervisor Qualifications
Identifiers: State, Proposal

Competencies for certification of vocational supervisors in Pennsylvania will be identified and reviewed by certification granting agencies to develop delivery capabilities to ensure that each certified supervisor has demonstrated abilities either through course work or life experience. Chiefs of the three vocational regions will select six exemplary supervisors and three directors from each region. A final report will be delivered.

000599

Feasibility Study for 'Paravetic' Competency Development of Vocational Agriculture Teachers.
Project Director: Evans, Donald E.
Organization: Pennsylvania State University, University Park, PA 16802
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9815
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $4,970 (Charged to FY 1979)
Descriptors: *Veterinary Assistants, *Vocational Education Teachers, *Agricultural Education, *Feasibility Studies, *Teaching Skills, *Needs Assessment, Legal Problems, Veterinary Medicine, Secondary Education, Adult Education, Teaching Methods
Identifiers: State, Proposal

'Paravetic' competencies needed by vocational agriculture teachers to teach high school students and adults via laboratory demonstrations or supervised occupational experience projects will be identified. The appropriate methods for teaching these competencies will be identified. Practicing veterinarians and vocational agriculture teachers will review the identified competencies. An awareness and working knowledge of the legalities pertaining to the performance of paravetic competencies will be developed. A survey instrument will be designed and administered to vocational agriculture teachers to identify needed competencies. A final report will be written.

000600

Implications of Selected Supervisory Techniques to the Success of Beginning Teachers of Agriculture.
Project Director: Martin, Robert A.
Organization: Pennsylvania State University, 207 Old Main Building, University Park, PA 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9817
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $2,000 (Charged to FY 1979)
Descriptors: *Agricultural Education, *Teacher Supervision, *Supervisory Methods, * *Student Evaluation, *Beginning Teachers, *Evaluation Methods, Educational Objectives, Workshops, Program Effectiveness
Identifiers: State, Proposal

A study will be conducted to determine the effectiveness of supervision of beginning agriculture teachers through a system of performance and product specifications, the effect on student achievement when beginning teachers are supervised through such a system, the extent of the need for supervisors to use supervision by objectives, and the effect on the working climate when beginning teachers are supervised using this system. A randomly selected experimental group

of supervisors will participate in a two-day workshop on selected supervisory techniques, including techniques to use in an evaluation system based on performance and product specifications. The major emphasis will be to encourage teachers to set realistic and clearly stated objectives and criteria to assess student progress. Control group supervisors will be encouraged to evaluate teachers on the basis of activity specifications, teacher traits, competencies, skills, lesson plans, methods, materials used, and activities. All teachers participating will receive a specified set of materials to use in a specified area of instruction. A student achievement posttest will be given to both groups. A final report will be written.

000605

Emerging Careers in Energy—The Northeastern Vocational Energy Education Consortium.

Project Director: Ertel, Kenneth
Organization: Universty of Massachusetts, Center for Occupational Education, Amherst, MA 01003
Telephone: (413) 545-1536
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9821
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $1,600
Descriptors: *Conferences, *Energy, *Policy Formation, *Consortia, *Regional Planning
Identifiers: State, Proposal

Two representatives of each state, identified by the director of vocational education, will participate in a vocational energy education planning conference at the University of Massachusetts. One representative will be chosen for knowledge of state policy on vocational education, the other for knowledge about energy education information and issues. The representatives will act as a board of directors to make policy-oriented decisions on developing the consortium. The consortium will provide a forum for member states' informational and policy input to develop a regional plan for vocational energy education. A conference report will be published and disseminated to the cooperating states. A final report will be delivered.

000601

School Improvement in Vocational Education in Pennsylvania.

Project Director: Long, Thomas E.
Organization: 1926 Crawford Avenue, Altoona, PA 16602
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-0001
Funding Period: Start Date 01 May 80; End Date 30 Jun 80
Fiscal Year Funding: $4,781 (Charged to FY 1979)
Descriptors: *Regional Schools, *Vocational Schools, *Feeder Patterns, *Educational Planning, *Articulation Education, *Institutional Cooperation, Long Range Planning, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

To permit area vocational and technical schools to move into the state-sponsored school improvement model, both the school improvement model and the research coordinating unit (RCU) model will be studied in depth. Their relative strengths and limitations for promoting school improvement activities will be cited. The special problems of area schools to involve sending schools in activities aimed at improving communication, articulation, problem identification, planning activities, and evaluation will be studied and a plan will be recommended for future school improvement activities. The role of potential linkers and of the RCU, intermediate units, and higher education will be cited and identified. The elements of school districts' long range plans and their relationships to vocational education delivery systems will be studied, and evaluation issues will be discussed. A final report will be prepared.

000602

Proposal to Design a Statewide System for Establishing Regional Pools of Qualified Teachers for Potential Staffing of Local Vocational Training Programs.

Project Director: Hoffman, Charles
Organization: Laventhol and Horwath, 1845 Walnut Street, Philadelphia, PA 19103
Telephone: (215) 491-1655
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9822
Funding Period: Start Date 01 Apr 80; End Date 30 Jun 80
Fiscal Year Funding: $18,065 (Charged to FY 1979)
Descriptors: *Vocational Education Teachers, *Teacher Certification, *Teacher Recruitment, *Information Systems, *Incentives, Teaching Skills, Job Skills
Identifiers: State, Proposal

An information system to identify persons qulaified by trade competency and teaching skills to serve as vocational education teachers will be identified. The trades' occupational market will be defined and priorities set; the trade competency level desired for vocational and technical graduates will be defined; the trade competency and teaching skill levels required for teacher certification will be determined; certification requirements will be redefined; and increased accessibility to higher education, an incentive program to motivate entry into vocational and technical teaching, and a counseling and information program will be provided. A final report will be prepared.

000603

Emission Mechanic Training Program Implementation.

Project Director: Keyes, Erma D.
Organization: Millersville State College, Millersville, PA 17551
Telephone: (717) 872-5411
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9823
Funding Period: Start Date 01 May 80; End Date 30 Jun 80
Fiscal Year Funding: $21,000 (Charged to FY 1979)
Descriptors: *Audiovisual Instruction, *Instructional Materials, *Information Dissemination, *Auto Mechanics
Identifiers: State, Proposal

A combination training package of audiovisual and printed instructional materials developed by Creative Selling, Inc. will be purchased from the Department of Transportation for distribution to selected area vocational and technical schools. Fees collected from trainees will be used to replace the used materials for continuing the emission control training program designed to prepare mechanics for automobile inspection stations. A final report will be delivered.

Exemplary and Innovative (Sec. 132)

000606

Guidelines for Establishing Programs and Services for Displaced Homemakers.

Project Director: Towns, Kathryn
Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802
Telephone: (717) 783-6068
Sponsoring Agency: SYN70650
Contract/Control No.: 84-9812
Funding Period: Start Date 15 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $20,820 (Charged to FY 1979)
Descriptors: *Displaced Homemakers, *Reference Materials, *Program Planning, *Community Services, Program Guides, Community Programs, Educational Programs, Job Training
Identifiers: State, Proposal

A publication to assist vocational education staff and community groups in providing services and programs for displaced homemakers will be prepared and disseminated. Project staff will develop a rationale for programs and services to displaced homemakers, outlines of programs, strategies for gaining employer support for hiring, model training programs, lists of funding sources, evaluation guidelines, and an annotated bibliography. In addition, the progress of displaced homemakers legislation will be monitored. Two-hundred and fifty copies of "Guidelines for Establishing Programs and Services for Displaced Homemakers" and a final report will be printed.

000607

Competency-Based Vocational Education Orientation and Implementation for Professional Staff.

Project Director: Hughes, Merrill I.
Organization: Delaware County I.U. 25, State Building, Sixth and Olive Streets, Media, PA 19063
Telephone: (215) 565-4880
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9814
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $44,650 (Charged to FY 1979)
Descriptors: *Competency Based Education, *Inservice Teacher Education, *Instructional Materials, *Criterion Referenced Tests, Sex Stereotypes
Identifiers: State, Proposal

Twenty-five continuing teachers will participate in two sessions of three hours each to develop a model criterion-referenced measure by occupational cluster. Ten new staff members will be introduced to and provided opportunities to develop skills in competency-based vocational education. The introduction will include developing materials and learning sequences which can be used with students who have widely varying abilities and sensitizing staff members to sexually biased materials. A final report will be written.

000608

In-service Training for Competency-Based Vocational Education (Continuation).

Project Director: Fisk, H. William
Organization: Berks Area Vocational-Technical School, 2900 St. Lawrence Avenue, Reading, PA 19606
Telephone: (215) 779-7111
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9815
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $22,321 (Charged to FY 1979)
Descriptors: *Competency Based Education, *Vocational Education Teachers, *Inservice Teacher Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship
Identifiers: State, Proposal

Instructors will receive in-service training in planning, developing, and integrating competency-based materials into their programs and in pilot-testing and managing such a system. Modules for specific units of instruction will be prepared and pilot tested to determine if instructors have developed necessary skills. Sources for ready-made competency-based materials will be identified. Instructors also will be assisted in involving craft advisory committees in materials development. A final report will be written.

000609

Curriculum Coordinator Program.

Project Director: Motter, Glenn E.
Organization: Harrisburg Steelton-Highspire Area Vocational-Technical School, 2915 North Third Street, Harrisburg, PA 17110
Telephone: (717) 234-2611
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9816
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $9,353 (Charged to FY 1979)
Descriptors: *Competency Based Education, *Instructional Materials, *School Business Relationship, *Inservice Teacher Education, Curriculum Development
Identifiers: State, Proposal

To implement competency-based vocational education locally, new instructors will receive inservice training, the curriculum coordinator will review all courses of study, and curriculum materials will be introduced to instructors and reviewed with craft committees. Regular meetings with students, employers, craft committees, and instructors will be held to continuously update and improve the curriculum. A final report will be delivered.

000624

In-service Training for Competency-Based Vocational Education.

Project Director: Kauffman, John M.
Organization: Carbon County Area Vocational-Technical School, 13th Street, Jim Thorpe, PA 18229
Telephone: (717) 325-3682
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-0001
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,375
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Vocational Education Teachers
Identifiers: State, Proposal

Teachers will receive in-service training for three days on competency-based instruction. Training will cover the guide to instructional planning issued by the Bureau of Vocational Education. A final report will be delivered.

000610

Solar Energy Curriculum Materials for Building Trades Instruction.

Project Director: Paul, Dalton
Organization: Franklin County Area Vocational-Technical School, Route 6, Chambersburg, PA 17201
Telephone: (717) 263-9033
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-0002
Funding Period: Start Date 01 Apr 80; End Date 30 Sep 80
Fiscal Year Funding: $5,394
Descriptors: *Energy Conservation, *Solar Radiation, *Inservice Teacher Education, *Task Analysis, *Building Trades, *Skill Development, *Teaching Methods, Mechanics, Learning Activities, Experiential Learning
Identifiers: State, Proposal

An in-service vocational program will be developed to update technological skills in energy development and conservation. Objectives of the program will be to identify the tasks performed by a solar energy mechanic and the tools and equipment necessary to perform these tasks; become aware of the state and national resources available for developing solar energy skills, and the theoretical concepts related to solar energy application; and utilize practical techniques to demonstrate solar energy applications in the building trades. Participants will construct solar domestic hot water systems for use as teaching aids. A final report will be delivered.

Curriculum Development (Sec. 133)

000611

Vocational-Technical Education Consortium of States (V-TECS) Membership (Continuation).

Project Director: Eaddy, K. M.
Organization: Southern Association of Colleges and Schools, 795 Peachtree Street, NE, Atlanta, GA 30308
Telephone: (404) 875-8011
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9802
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000 (Charged to FY 1979)
Descriptors: *In service Teacher Education, *Competency Based Education, Material Development, Preservice Education, Research Coordinating Units, Secondary Education, Postsecondary Education
Identifiers: State, Proposal, *Vocational-Technical Education Consortium States

Continuation of this project is expected to minimize duplication, facilitate sharing of research and development in defining valid curriculum content, promote performance-based instruction, and improve overall accountability. A comprehensive preservice and in-

service teacher education program concerning the proper use of V-TECS materials and a statewide dissemination plan for the finished products will be developed. The research coordinating unit will plan, coordinate, and monitor the development of agreed upon catalogs for V-TECS; it will approve major steps for each specified task and be responsible for activities assigned by the V-TECS board of directors.

000612

In-service Training for Competency-Based Vocational Education.

Project Director: Downs, William C.
Organization: Central Westmoreland Area Vocational-Technical School, R D 1, Arona Road, New Stanton, PA 15672
Telephone: (412) 925-3532
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9818
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,125 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluation, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000613

In-service Training for Competency-Based Vocational Education.

Project Director: Drake, Donald F.
Organization: Monroe County Area Vocational-Technical School, P O Box 66, Bartonsville, PA 18321
Telephone: (717) 629-2001
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9809
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,225 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, *Vocational Education Teachers, School Community Relationship
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000614

In-service Training for Competency-Based Vocational Education.

Project Director: Fisk, H. William
Organization: Berks Area Vocational-Technical School, 2900 St. Lawrence Avenue, Reading PA 19606
Telephone: (215) 779-7111
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9807
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,625 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000615

In-service Training for Competency-Based Vocational Education.

Project Director: Horst, Earl L.
Organization: Lebanon County Area Vocational-Technical School, 833 Metro Drive, Lebanon, PA 17042
Telephone: (717) 273-8551
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9812
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,215 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000616

In-service Training for Competency-Based Vocational Education.

Project Director: Kifer, Robert H.
Organization: Greater Johnstown Area Vocational-Technical School, 455 Schoolhouse Road, Johnstown, PA 15904
Telephone: (814) 266-6073
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9815
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,233 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000617

In-service Training for Competency-Based Vocational Education.

Project Director: Lange, George L.
Organization: Forbes Road East Area Vocational-Technical School, Beatty and Cooper Roads, Monroeville, PA 15146
Telephone: (412) 373-8100
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9816
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,125 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000618

In-service Training for Competency-Based Vocational Education.

Project Director: Layman, Ralph M.
Organization: Lancaster County Area Vocational-Technical School, 1730 Hans Herr Drive, Willow Street, PA 17584
Telephone: (717) 464-2771
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9811
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,750 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Intructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000619

In-service Training for Competency-Based Vocational Education.

Project Director: Muzzi, Robert D.
Organization: Lackawanna County Area Vocational-Technical School, 120 Monahan Avenue, Dunmore, PA 18512
Telephone: (717) 344-9212
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9808
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,494 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000620

In-service Training for Competency-Based Vocational Education.

Project Director: Nicklow, Everett E.
Organization: Somerset County Area Vocational-Technical School, R D 5, Vo-Tech Road, Somerset, PA 15501
Telephone: (814) 443-3651
Sponsoring Agency: SYN7650
Contract/Control No.: 85-9814
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,250 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000621

In-service Training for Competency-Based Vocational Education.

Project Director: Pandolph, Eugene J.
Organization: A. W. Beattie Area Vocational-Technical School, 9600 Babcock Boulevard, Allison Park, PA 15101
Telephone: (412) 366-2800
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9806
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,000 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000622

In-service Training for Competency-Based Vocational Education.

Project Director: Waldman, Norman W.
Organization: Greene County Area Vocational-Technical School, R D 2, P O Box 40, Waynesburg, PA 15370
Telephone: (412) 627-3106

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9817
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,075 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Relationship, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. A final report will be delivered.

000623

In-service Training for Competency-Based Vocational Education.

Project Director: Zarichansky, Nicholas
Organization: Northern Westmoreland Area Vocational-Technical School, Stevenson Boulevard, New Kensington, PA 15068
Telephone: (412) 335-9389
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9813
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,125 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Instructional Materials, *Teacher Developed Materials, School Community Cooperation, Vocational Education Teachers
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Project staff will write self-paced learning activities that contain meaningful evaluations, and will maintain accountability records indicating student progress. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries consider necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing completency-based materials. A final report will be delivered.

000625

Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).

Project Director: Gorth, William P.
Organization: National Evaluation Systems, Inc, 30 Gatehouse Road, Amherst, MA 01002
Telephone: (413) 256-0444
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9821
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,898 (Charged to FY 1979)
Descriptors: *Learning Modules, *Anatomy, *Physiology, *Competency Based Education. *Allied Health Occupations Education, Practical Nurses, Nurses Aides, Medical Assistants, Dental Assistants, Emergency Squad Personnel, Postsecondary Education, Needs Assessment, Secondary Education
Identifiers: State, Proposal

Competency-based instructional modules in anatomy and physiology for use in vocational education instructional programs for practical nurses, nursing assistants, medical assistants, dental assistants, and emergency medical technicians will be developed. A needs analysis of the five health occupations will be conducted and a list of instructional objectives for each module will be developed. The modules, each based on a specified instructional objective, will be validated and field tested. A final report will be written.

000626

Auctioneering Training Certificate Program.

Project Director: Ferencz, William R.
Organization: Harrisburg Area Community College, 3300 Cameron Street Road, Harrisburg, PA 17110
Telephone: (717) 236-9533
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0007
Funding Period: Start Date 14 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $111,538
Descriptors: *Educational Certificates, *Curriculum Guides, *Instructional Materials, Postsecondary Education, Program Development
Identifiers: State, Proposal, *Auctioneering

A one-year postsecondary certificate program in auctioneering will be designed. A curriculum guide will be developed which will include tests, performance objectives and guidelines necessary to work as an auctioneer, and educational objectives to provide those skills. Course materials needed to teach speciality courses including techniques of appraisal and legal aspects of the career will be developed. A state-of-the-art review will be completed, and an occupational inventory and survey completed. A final report will be prepared.

000627

Expand the Pennsylvania Automotive Course of Study and Finalize the Course of Study Project (Continuation).

Project Director: Welch, Frederick G.
Organization: Pennsylvania State University, University Park, PA 16802
Telephone: (814) 865-8361
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0008
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 80
Fiscal Year Funding: $5,862
Descriptors: *Auto Mechanics, *Instructional Materials, Graphic Arts, Building Trades, Construction Process, Appliance Repairing
Identifiers: State, Proposal

In this continuation of project 85-8001, a writing team will revise the auto mechanics curriculum to include references to the current revisions of the Pennsylvania Inspection Manual (1978) and to emission control standards specified in the MACVV instructional manual. Art work for the graphics arts and welding courses will be completed, submitted for review and recommendations, and revised. Materials for commercial art, building trades, building construction, and diesel mechanics and appliance repair will be revised as needed. One camera-ready copy of each of these curriculum materials will be prepared and delivered to the research coordinating unit. A final report will be delivered.

000628

Minicomputers for the Building Trades.

Project Director: Peters, Ernest L.
Organization: West Chester State College, West Chester, PA 19380
Telephone: (215) 436-2833
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9828
Funding Period: Start Date 24 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $37,566 (Charged to FY 1979)
Descriptors: *Minicomputers, *Construction Process, *Instructional Materials, *Building Trades, Facility Improvement, Curriculum Design, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Curriculum materials will be developed to show how facility management system techniques utilizing minicomputers may be used in new construction and renovation. Staff will explain how to install computer systems to operate effectively for a range of demands, to

identify potential difficulties in hardware and software, and to explain how computers operate and the economic value of their use in facility management. The materials will be developed based on standards and needs identified by builders, manufacturers, and consumers. The project will benefit students in the building trades program by providing them with an understanding of how computers can be used in the home and for marketing products. A final report will be delivered.

TENESSEE

Research (Sec. 131)

000629

Development of Alternative Training and Certification Models for Trade and Industrial and Health Occupations Instructors.

Project Director: Haskell, Roger
Organization: University of Tennessee, Division of Vocational-Technical Education, 110 Henson Hall, Knoxville, TN 37916
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID-0871
Funding Period: Start Date 01 May 80; End Date 31 Dec 80
Fiscal Year Funding: $8,058
Descriptors: *Trade and Industrial Teachers, *Teacher Certification, *Allied Health Occupations Education, *Training Methods, *Teacher Qualifications, Models, Inservice Teacher Education, Employment Qualifications
Identifiers: State, Proposal

To review the educational and occupational qualifications of trade and industrial and health educators, project staff will develop alternative training and certification models for trade and industrial and health occupation instruction and a detailed implementation plan for each model; provide a comprehensive review and assessment of effective methodologies for the development of vocational classroom management and instructional skills, and establish a state-of-the-art relative to the certification requirements for trade and industrial and health instructors. These objectives will be accomplished in three phases. In phase 1, project staff will conduct an extensive review of literature and will make contacts with state department of education personnel and private industries as well as participate in onsite visits to exemplary training programs. Phase 2 will focus on an extensive review of certification patterns. The development of three exemplary models for training and certification of trade and industrial and health instructors will occur in phase 3. A final report will be delivered for dissemination to all state directors of vocational education.

000630

Completion of a Needs Assessment to Assist in Formulating Priorities for Program Improvement Activities in Vocational Education.

Project Director: Allan, Richard G.
Organization: National Evaluation Systems, Inc, 30 Gatehouse Road, Amherst, MA 01002
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: FA 8747
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $28,700
Descriptors: *Needs Assessment, *Surveys, *Vocational Directors, *Educational Planning
Identifiers: State, Proposal

A survey instrument will be developed and field tested to conduct a needs assessment of key populations who deliver and administer vocational education programs in the state. Data will be reported to assist department staff in applying the data to current planning responsibilities and determining program improvement priorities. A final report containing survey findings will be delivered.

Exemplary and Innovative (Sec. 132)

000631

Design and Implementation of an Articulated Guidance and Placement Program in Sullivan Central and Sullivan East Comprehensive High Schools (Continuation).

Project Director: Brewer, Vaughn
Organization: Sullivan County Schools, Blountville, TN
Telephone: (615) 323-4181
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: E 79
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $37,450 (Charged to FY 1979)
Descriptors: *Student Evaluation, *School Business Relationship, *Career Counseling, *Job Placement, *Followup Studies, *Resource Centers, *Articulation Education, Career Guidance, Student Placement, Secondary Education, Educational Resources, High School Students
Identifiers: State, Proposal

Project staff will develop job resource centers in each comprehensive high school, a systematic continuous job placement and follow-up program for vocational guidance, and procedures to assess students for job placement. Guidance and placement personnel will work with civic, business and educational agencies; school administrators; teachers; and parents to increase the understanding and acceptance of vocational education.

000632

Alternative Vocational Education Programs.

Project Director: Jackson, Jackie
Organization: Roane County Schools, Kingston, TN 37763
Telephone: (615) 882-3700
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $33,740 (Charged to FY 1979)
Descriptors: *Educational Alternatives, *Potential Dropouts, *Delinquent Rehabilitation, *Building Trades, *Construction Process, * *Skill Development, Counseling Services, Secondary Education
Identifiers: State, Proposal

A maximum of thirty students who are potential dropouts, pushouts, or in trouble with the law will participate in an alternative educational program in which they will construct a house to learn skills in the building trades. Students, who will be assigned to the program by a committee of educational and law enforcement personnel, will be placed under strict attendance requirements. They will be required to develop a salable skill and fulfill secondary school academic requirements. An onsite counselor will help students make decisions and solve problems during their enrollment period. A final report will be delivered.

000633

Cooperative Programs for Improvement of Guidance Skills in Comprehensive Vocational Education (Continuation).

Project Director: Hardin, Dallas
Organization: Upper East Tennessee Educational Cooperative, East Tennessee State University, Johnson City, TN
Telephone: (615) 929-0125
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID 0710
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $14,821 (Charged to FY 1979)
Descriptors: *Career Guidance, *Career Counseling, *Secondary School Counselors, *Counselor Training, *School Business Relationship, *Workshops, Articulation Education
Identifiers: State, Proposal

A project task committee will be established to plan four one-day seminars and a final two-day workshop for all guidance counselors in the first district, to become more aware of comprehensive vocational and technical education and its relationship to business and industry. Community surveys will be used to determine specific series topics; participants will be pre- and posttested. An articulated curriculum plan K-Adult will be developed jointly by the counselors. Counselors will identify guidance concerns in a comprehensive high school, establish priorities for helping disadvantaged, handicapped, and gifted students, and identify qualifications necessary for business and industry apprenticeship programs.

TEXAS

Research (Sec. 131)

000634

Pilot Testing a Curriculum in Energy Conservation to Train Secondary and Postsecondary Vocational Students.

Project Director: Green, C. Paul
Organization: Navarro College, Corsicana, TX 75110
Telephone: (214) 874-6501
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230043
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $69,779
Descriptors: *Energy Conservation, *Curriculum Evaluation, *Learning Modules, *Articulation Education, *Inservice Teacher Education, Secondary Education, Postsecondary Education, Videotape Recordings
Identifiers: State, Proposal

An eleven-module energy conservation curriculum will be pilot tested and evaluated. A learner verification and revision approach will be used to (1) develop and design pretests and posttests; (2) determine teaching time and reading level for each module; (3) evaluate student laboratory activities, textual materials, and module and unit sequencing; and (4) analyze articulation between secondary and postsecondary programs. A videotape will be developed as a dissemination and diffusion tool. Two in-service workshops will be held for secondary and postsecondary teachers to discuss the objectives of the pilot test and procedures for implementation. Each module will then be pilot tested four times on each educational level. After evaluation and pilot testing, the modules will be revised, reprinted, and disseminated. A final report will be delivered.

Curriculum Development (Sec. 133)

000635

Operation of a Center for the Development of Home Economics Instructional Materials (Continuation).

Project Director: Bell, Camille
Organization: Texas Tech University, Lubbock, TX
Telephone: (806) 742-3037
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230051
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $112,889
Descriptors: *Cooperative Education, *Home Economics Education, *Curriculum Guides. *Food Service Occupations, *Textiles Instruction, *Instructional Materials Centers, Teaching Guides, Sex Fairness, Information Dissemination, Instructional Materials
Identifiers: State, Proposal

Project staff will develop a fabric/fashion coordinator guide for the home economics cooperative education program; revise the food service employee guide for adding units on baking, school food service, and catering and eliminating sex bias; revise the handbook for home economics cooperative education; evaluate the six curriculum guides for useful homemaking for evidence of sex bias; disseminate existing and newly developed materials nationwide; and assist with in-service education in use of the materials.

VIRGINIA

Research (Sec. 131)

000637

Vocational-Technical Education Consortium of States in Virginia (Continuation).

Project Director: Oliver, J. Dale
Organization: Virginia Polytechnic Institute and State University, 215 Lane Hall, Blacksburg, VA 24061
Telephone: (703) 961-5237
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-78-C-131-3-AD-001
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 80
Fiscal Year Funding: $113,556
Descriptors: *Behavioral Objectives, *Competency Based Education, *Criterion Referenced Tests, *Curriculum Guides, Task Analysis, Secondary Education, Postsecondary Education, Check Lists
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

Catalogs of performance objectives, criterion-referenced measures, and performance guides will continue to be developed to assist vocational education teachers in implementing competency-based instruction. Project staff will determine what has been developed in performance objectives and criterion-referenced measures in selected occupational areas and survey incumbent workers to determine the tasks performed and relative amount of time spent on each. Survey results will be used to develop the catalogs, which will then be field tested to determine their instructional validity. Final versions will reflect field test results. Consulting assistance will be provided in the statewide in-service training effort on using the catalogs.

Curriculum Development (Sec. 133)

000638

Development of the Industrial Arts Safety Guide and the Industrial Arts Multiple Activities Guide.

Project Director: Dixon, James D.; Bame, E. Allen
Organization: Virginia Polytechnic and State University, Blacksburg, VA 24060
Telephone: (703) 961-6818
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-80-C-133-1-1A-004
Funding Period: Start Date 16 Jul 79; End Date 31 May 80
Fiscal Year Funding: $6,957
Descriptors: *Program Guides, *Safety Education, *Safety Equipment, *Laboratory Safety, *Learning Activities, *Industrial Arts, Industrial Arts Teachers
Identifiers: State, Proposal

A safety guide and multiple activities guide will be developed to assist industrial arts teachers in integrating safety and multiple activity concepts into industrial arts laboratory work. Activities in personnel systems, materials management, and tools and equipment organization and information on student associations and safety will be included in the activities guide. Materials for the two guides will be reviewed and revised with assistance from advisory committees composed of teachers, local supervisors, and the industrial arts service. Camera-ready copy of the guides will be prepared.

000639

Development of an Instructional Device to Identify and Record Student Progress in Industrial Arts.

Project Director: Ritz, John M.
Organization: Virginia Industrial Arts Association, Department of Vocational and Technical Arts Education, Old Dominion University. Norfolk, VA 23508
Telephone: 535-4305
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-80-C-133-IA-005
Funding Period: Start Date 15 Nov 79; End Date 31 May 80
Fiscal Year Funding: $10,500
Descriptors: *Industrial Arts, *Student Evaluation, *Competence, *Evaluation Methods, Measurement Individuals
Identifiers: State, Proposal

Instructional devices to evaluate and record student competence in the cognitive, affective, and psychomoter domains of eight industrial arts courses will be developed, field-tested, revised, and prepared in camera ready form. The planned system for recording student progress could result in computerization and establishment of standardized tests.

WASHINGTON

Curriculum Development (Sec. 133)

000640

Multimedia Introduction to Data Processing and Computer Science Concepts.

Project Director: Lecoq, Paul

Organization: Washington State Community College, District 17, North 2000 Greene Street, Spokane, WA 99207

Sponsoring Agency: Washington State Commission for Vocational Education, Olympia

Contract/Control No.: 80-AJ1(179) NN

Funding Period: Start Date 18 Mar 80; End Date 01 Mar 81

Fiscal Year Funding: $13,436

Descriptors: *Data Processing Occupations, *Computer Science Education, *Multimedia Instruction, *Independent Study, *Computer Assisted Learning, Audiovisual Instruction, Videotape Recordings, Audiotape Recordings, Postsecondary Education

Identifiers: State, Proposal

A self-teaching curriculum for a beginning data processing and computer science (DP/CS) class will be developed. Videotape presentations of introductory computer/data processing materials, computer-assisted learning programs, and handbooks and laboratory workbooks also will be developed. Methods for instruction will include visual/aural-videotape, visual/manual-computer instruction program, and reference/availability written texts. All activities and components will be coordinated to assure maximum coverage and reinforcement. Materials will be field tested. The materials could be used as a basic introduction for non-DP/CS students, counselors, and prospective DP/CS students. A final report will be delivered.

000641

In-service Vocational Teacher Education Instructor's Guide.

Project Director: Primavera, Joanne

Organization: Renton Vocational-Technical Institute, 3000 NE Fourth Street, Renton, WA 98055

Sponsoring Agency: Washington State Commission for Vocational Education, Olympia

Contract/Control No.: 80-AJW(115)NP

Funding Period: Start Date 04 Feb 80; End Date 30 Jun 81

Fiscal Year Funding: $17,000

Descriptors: *Inservice Teacher Education, *Competency Based Teacher Education, *Instructional Materials, *Curriculum Guides

Identifiers: State, Proposal

Eight in-service instructional units will be revised or prepared. Instructors currently certified to teach the units will be contacted and the outlines which they use will be reviewed. Unit guides from other states and performance based vocational-technical education materials from Ohio State University will be reviewed. A task force of not more than seven persons will be selected to review topic outlines and guides. The guides will include topic outlines; objectives for each section; and suggested activities, instructional materials, and assessment methods.

000642

Trade and Industrial Education Student Learning Objectives.

Project Director: Gallacher, Donald W.

Organization: Seattle School District, 520 NE Ravenna Boulevard, Seattle, WA 98115

Sponsoring Agency: Washington State Commission for Vocational Education, Olympia

Contract/Control No.: 80-AJX(114)NC

Funding Period: Start Date 04 Feb 80; End Date 30 Sep 80

Fiscal Year Funding: $17,000

Descriptors: *Behavioral Objectives, *Cooperative Planning, *Trade and Industrial Education, Teacher Developed Materials, Instructional Materials, Secondary Education, Postsecondary Education

Identifiers: State, Proposal

Student learning objectives will be developed in fourteen subject matter areas including automotive maintenance, electrical and electronic drafting, machine drafting, auto body repair, architectural drafting, air-cooled gas engine repair, carpentry, automotive mechanics, welding, commercial art, commercial food, home entertainment, industrial electronics, and graphic communications. A principal investigator and a steering committee composed of at least five local vocational directors and fourteen teacher-writing teams from seven school districts and representatives from the Commission for Vocational Education will develop, review, and evaluate the outcomes of the total project. A model for the development of student learning objectives will be produced and submitted to the Commission for Vocational Education and the director in research coordinating unit.

Project Titles by State

Minnesota	Adult Health Occupations Sharing Workshop.	000533
	Career Education Units for Vocational High School Courses.	000530
	Chemical Dependency Curriculum Development Workshops for Area Vocational-Technical Institutes.	000538
	Health Occupations Program for Displaced Teachers.	000532
	Law Enforcement Curriculum Upgrading for Compliance with New Legislation.	000535
	Meat Cutting Apprentice Curricula Upgrade.	000536
	Media Technology Curriculum Update.	000531
	Pre-employment Skill Development for Area Vocational-Technical Institute (AVTI) Programs.	000534
	Sex Equity Curriculum Workshop.	000537
	Small Business Unit for Vocational Programs.	000529
Nebraska	Development of Curriculum Modifications for Urban Vocational Agriculture in Nebraska.	000539
	Development of Scope and Sequence at Three Levels in Consumer and Homemaking Education as Taught in Nebraska for Grades 7-12 with Suggestions for Programs Serving Learners in Postsecondary and Adult Programs.	000540
Nevada	Vocational Gerontology Program: Food Service for the Aged.	000541
New Jersey	Development of Student Profile for Career and Vocational Development.	000550
	Education for Parenthood with Child Care Careers and Child Development Learning Laboratory Components.	000549
	Electronic Media Merchandising in Distributive Education.	000547
	Interfacing Career Vocational Objectives with Assessment Objectives and School Goals.	000544
	Modularized Curriculum for Adults.	000546
	Multicultural and Ethnic Total Person Development for the Limited-English Proficient.	000545
	New Jersey Industrial Arts Safety Guide.	000548
	SENSE Connection—Linking Education with Business and Industry.	000542
	Student Interest and Needs Survey.	000543
New York	Development of and Training in Methods to Overcome Sex-Role Stereotyping in Enrollment.	000555
	Instructional Support System for Occupational Education (ISSOE) for Region 12.	000556
	Needs of Adult Re-entry Students: Statewide Dissemination—Phase 3.	000553
	Region 11 Occupational Education Planning.	000554
	Regional Occupational Education Planning.	000552
	Showcase on Excellence: Postsecondary Research and Development Projects.	000551
North Dakota	Developmental Research for Vocational Guidance Personnel.	000559
	Feasibility Study for Mobile Marketing and Distributive Occupational Laboratories in North Dakota.	000558
	Mine Technology Curriculum Revisions Project.	000557

Ohio	Akron Career Development Program.	000564
	Canton Career Development Program.	000565
	Cincinnati Career Development Program.	000566
	Cleveland Career Development Program.	000567
	Cleveland Heights Career Development Program.	000568
	Columbus Career Development Program.	000569
	Dayton Career Development Program.	000570
	Geneva Career Development Program.	000571
	Lorain Career Development Program.	000572
	Mahoning County Career Development Program.	000560
	Mansfield Career Development Program.	000573
	Medina County Career Development Program.	000561
	Montgomery County Career Development Program.	000563
	North Canton Career Development Program.	000574
	Parma Career Development Program.	000575
	Princeton Career Development Program.	000576
	Scioto County Career Development Program.	000562
	Sidney Career Development Program.	000577
	Southwestern Career Development Program.	000578
	Springfield Career Development Program.	000579
	Tallmadge Career Development Program.	000580
	Toledo Career Development Program.	000581
	Upper Arlington Career Development Program.	000582
	Warren Career Development Program.	000583
	Willoughby-Eastlake Career Development Program.	000584
	Youngstown Career Development Program.	000585
Oklahoma	Auto Body Learning Activity Packages.	000587
	Cooperative Education Cooperator's Handbook.	000590
	Dental Assistant.	000594
	Farm Business Management 2.	000586
	Food Service Learning Activity Packages.	000589
	Home Economics 2.	000593
	Innovative Part-Time Adult Education Plan for Rural Areas.	000592
	Nursing 1—Revision.	000595
	Sex Equity: Teaching, Learning, Achieving.	000591
	Welding Learning Activity Packages.	000588
Oregon	Identify Problems and Exemplary Practices in the Adoption and Use of Vocational Curriculum Materials.	000597
	Model Joint Job Search and Vocational Placement Project.	000596

Pennsylvania	Auctioneering Training Certificate Program.	000626
	Competency-Based Vocational Education Orientation and Implementation for Professional Staff.	000607
	Curriculum Coordinator Program.	000609
	Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).	000625
	Emerging Careers in Energy—The Northeastern Vocational Energy Education Consortium.	000605
	Emission Mechanic Training Program Implementation.	000603
	Evaluation of Certain Aspects of Vocational Education Personnel Development Centers (Continuation).	000598
	Expand the Pennsylvania Automotive Course of Study and Finalize the Course of Study Project (Continuation).	000627
	Feasibility Study for "Paravetic" Competency Development of Vocational Agriculture Teachers.	000599
	Guidelines for Establishing Programs and Services for Displaced Homemakers.	000606
	Identifying Competencies for the Certification of Supervisors of Vocational Education in Pennsylvania.	000604
	Implications of Selected Supervisory Techniques to the Success of Beginning Teachers of Agriculture.	000600
	In-service Training for Competency-Based Vocational Education (Continuation).	000608
	In-service Training for Competency-Based Vocational Education.	000624
	In-service Training for Competency-Based Vocational Education.	000619
	In-service Training for Competency-Based Vocational Education.	000618
	In-service Training for Competency-Based Vocational Education.	000617
	In-service Training for Competency-Based Vocational Education.	000616
	In-service Training for Competency-Based Vocational Education.	000615
	In-service Training for Competency-Based Vocational Education.	000614
	In-service Training for Competency-Based Vocational Education.	000613
	In-service Training for Competency-Based Vocational Education.	000612
	In-service Training for Competency-Based Vocational Education.	000623
	In-service Training for Competency-Based Vocational Education.	000622
	In-service Training for Competency-Based Vocational Education.	000621
	In-service Training for Competency-Based Vocational Education.	000620
	Minicomputers for the Building Trades.	000628
	Proposal to Design a Statewide System for Establishing Regional Pools of Qualified Teachers for Potential Staffing of Local Vocational Training Programs.	000602
	School Improvement in Vocational Education in Pennsylvania.	000601
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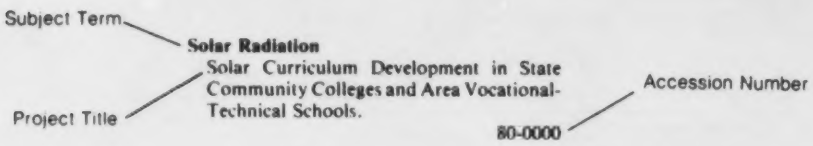

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Technical Education

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Textbooks

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ORGANIZATIONAL RESOURCES

This section provides names, addresses, and telephone numbers of state research coordinating unit directors (sponsoring agencies of projects reported in the Projects in Progress section) and for journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. An information system or network is profiled in each issue.

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Adult Education Lifelong Learning: The Adult Years
Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20036

Aging and Work: A Journal of Age, Work and Retirement
National Council on Aging, Inc.
1828 L Street, NW
Washington, DC 20036

Agricultural Education
Agricultural Education Magazine, Inc.
806 Cambridge Road
Blacksburg, VA 24060

Business Education World
McGraw-Hill, Inc.
Princeton Road
Highstown, NH 08520

Canadian Training Methods
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario, M4S3M7 CANADA

Canadian Vocational Journal
251 Bank Street
Suite 608
Ottawa 4, Ontario, K2P 1X3 CANADA

Community and Junior College Journal
American Association of Community and Junior Colleges
One Dupont Circle, NW
Washington, DC 20036

Delta Pi Epsilon Journal
Delta Pi Epsilon National Office
Gustavus Adolphus College
St. Peter, MN 56082

Educational Technology
Educational Technology Publishers, Inc.
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Elements of Technology
Chesswood House Publishing Ltd.
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario M4S3M7 CANADA

Home Economics Research Journal
American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Industrial Education
Macmillian Professional Magazines
262 Mason Street
Greenwich, CT 06830

Industrial and Labor Relations Review
Cornell University
Ithaca, NY 14853

Journal of Allied Health
American Society of Schools of Allied Health Professions
One Dupont Circle
Suite 300
Washington, DC 20036

Journal of the American Association of Teacher Educators in Agriculture
Agricultural Education Program
435 General Classroom Building
University of Missouri-Columbia
Columbia, MO 65201

Journal of Business Education
Heldref Publications
4000 Albemarle Street, NW
Suite 504
Washington, DC 20016

Journal of Home Economics
American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Journal of Industrial Teacher Education
National Association of Industrial and Technical Educators
Ritter Annex 443
Thirteenth and Columbia
Temple University
Philadelphia, PA 19122

Journal of Vocational Education Research
American Vocational Education Research Association
Carol Kowle, Managing Editor
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Man/Society/Technology

American Industrial Arts Association
1201 Sixteenth Street, NW
Washington, DC 20036

School Shop
Prakken Publications, Inc.
416 Longshore Drive
Ann Arbor, MI 48107

Training
Lakewood Publications, Inc.
731 Hennepin Avenue
Minneapolis, MN 55403

Training and Development Journal
American Society for Training and Development
P O Box 5307
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VocEd
American Vocational Association, Inc.
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